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ABSTRACT

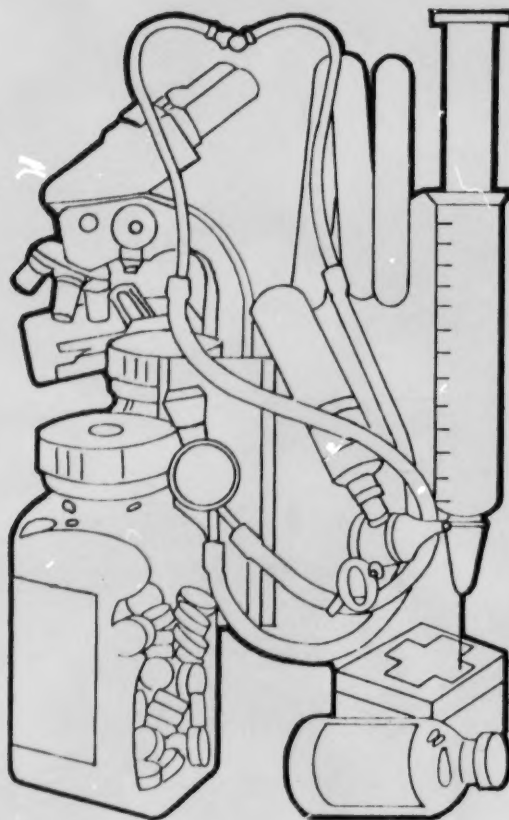
This curriculum guide provides a model for a postsecondary medical office assistant program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Titles code. Examples of a curriculum structure and course outline are provided in section 4. Section 5 contains the unit guides for 24 units and 105 tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours. Topics covered include medical assisting adjustments, housekeeping, assisting patients, vital signs, assisting with examinations, nutrition, emergency procedures, typing, records management, minor surgery and surgical asepsis, wounds, medications, electrocardiography, physical therapy, radiography, specialty exams, business machines, accounting, writing letters, medical office procedures, and medical transcription. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Sections 9 and 10 contain facility layouts and definitions of terms. (YLB)

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MEDICAL OFFICE ASSISTANT

Post Secondary



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CURRICULUM GUIDE

Georgia Department of Education

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MEDICAL OFFICE ASSISTANT

Developed Under Contractual Agreement with

**Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334**

Charles McDaniel, State Superintendent of Schools

1981

MEDICAL OFFICE ASSISTANT

Developed By
The University of Georgia

Under the Direction of
Dr. Paul Scott

Vocational Education Materials Center
Division of Vocational Education
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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.
2. Conduct and report curriculum research related to Vocational Education.
3. Provide a production and dissemination center for Vocational Education materials.
4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.
5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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SECTION I

PHILOSOPHY & GOALS

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

POSTSECONDARY VOCATIONAL EDUCATION

A. PURPOSE

The purpose of postsecondary vocational-technical education in Georgia is to improve the economic well-being of adult citizens by providing access to high quality vocational-technical training for skilled and semi-skilled occupations, for improvement of existing skills or for retraining in a new occupation.

B. OBJECTIVES

1. To provide vocational-technical education programs and ancillary services commensurate with the needs and interests of students and available job opportunities.
2. To provide vocational-technical education programs which are current with the state-of-the-art, competency-based, and offer multiple exit points to accommodate the students' occupational objectives.
3. To provide vocational-technical education programs which are articulated with available high school counterparts, to facilitate an easy transition from secondary to post-secondary levels without loss of credit.
4. To provide vocational-technical education programs such that 75% of those individuals who leave or complete a program of occupational preparation will find employment in the field, or a related field, for which trained.
5. To provide those guidance, counseling, financial aid, evaluative, job placement, remedial and other supportive programs and services needed by students to enroll, complete a program and become, or remain, employable in a skilled or semi-skilled occupation.
6. To provide needed assistance to special populations to include women, minorities, limited English-speaking, the displaced homemaker and other displaced workers, the disadvantaged and the handicapped.
7. To provide vocational-technical education programs for full-time and part-time students on campus during the day as well as the evening hours, and to provide appropriate programs for full-time and part-time students off campus in businesses and industries, comprehensive high schools and other locations within the respective schools' service areas.
8. To serve as a center for the delivery of postsecondary and adult vocational-technical education programs and services for the community and assigned service area.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE
AND GOALS FOR VOCATIONAL EDUCATION

SECTION II

PURPOSE & OBJECTIVES

PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Career Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

MEDICAL OFFICE ASSISTANT PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills as a Medical Office Assistant in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

SECTION III

D. O. T. DESCRIPTION, EXIT POINTS, TASKS

DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends.

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. A listing of employability skills is also included in this section.

DESCRIPTION OF OCCUPATION

Medical Assistant*
(Medical aide, Medical office assistant)
D.O.T. 079.367-010

Medical assistants are usually employed in physicians' offices, where they perform a variety of both routine clinical and clerical duties. All assistants have the same job title, but their responsibilities vary depending on whether they work in a small one-employee private office, large group practice with other assistants, clinic or hospital, or research laboratory. In all cases, the assistant is supervised by a physician and performs tasks as required, in accordance with State laws.

When performing clinical duties, medical assistants may sterilize instruments and check diagnostic equipment for good working order. They may prepare patients for examination or treatment, take temperatures, measure height and weight, perform routine urinalyses or simple blood tests, collect blood samples, or administer electrocardiograms. They may also stand by to assist the physician during patient examinations, treatments, minor surgery, and emergencies. They also give information to patients about preparation necessary for tests, X-rays, and laboratory examinations.

Medical assistants may perform a wide range of clerical duties which help to keep the medical office running smoothly. They answer phones; greet patients and other callers; handle mail; record, correct, review, and file patient data and medical histories; and arrange for hospital admission and laboratory services. Checking and ordering office and medical supplies and dealing with agents of pharmaceutical firms and other medical

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suppliers may be part of a day's work, along with office record-keeping. In addition, this assistant may take, transcribe, and type dictation and type correspondence and reports.

Accuracy, dependability, a courteous pleasant manner, patience, and a respect for the confidential nature of medical information are necessary traits for these workers, who have a great deal of daily public contact. They spend considerable time working at desks, but clinical duties require them to be able to stand, kneel, and do moderate lifting when working with patients. They also may be exposed to some chemical odors when working in this area.

The average work week is about 35 hours in length, but hours may also be irregular, depending upon the physician's schedule.

Medical assistants may specialize in pediatrics (child health care) working under the direct supervision of a pediatrician. They may also choose to specialize in the field of ophthalmology and be trained to gather patient histories (as they relate to eye problems) following a prescribed format and perform certain eye-function measurement testing under the supervision of an ophthalmologist. At no time does the ophthalmic medical assistant make any decisions which require independent clinical judgment or interpretation of test results. Medical assistants may also work for physicians in other areas of specialty and receive additional training from them.

Job Requirements

Candidates for post-secondary schools offering accredited programs in medical assisting must have a high school diploma or the equivalent. Useful high school courses for careers in this

field include: biology, chemistry, first aid, nutrition, math, business English, shorthand, bookkeeping, and office practice.

There are several ways to become a medical assistant. Students can complete medical assistant training at a privately owned school officially approved by the Accrediting Bureau of Medical Laboratory Schools, an independent accrediting agency of the American Medical Technologists (AMT).

Many junior and community colleges offer an Associate of Arts degree in Medical Assisting. This 1- to 2-year program must be accredited by an area Association of Schools and Colleges (recognized by the U. S. Office of Education) for a graduate to be eligible for AMT certification.

Program accreditation for 1- and 2-year medical assistant training is also offered by the American Association of Medical Assistants in collaboration with the American Medical Association's Committee on Allied Health Education and Accreditation. The 1-year course is usually available in colleges, vocational, technical, or privately owned schools, which give a certificate, on successful completion of studies. The 2-year courses are offered in community or junior colleges which award an associate degree to graduates.

The basic content of both programs must include the following classroom and clinical areas of study: anatomy and physiology; medical terminology; medical law and ethics; psychology; communications; administrative procedures, such as office procedures, correspondence and typing; medical dictation and transcription; bookkeeping and insurance; clinical procedures including sterile and examination-room techniques, laboratory

procedures, principles of pharmacology and drug administration, diagnostic-machine orientation; and externship. Candidates for medical assistant programs of study must submit evidence of good health, including the results of a tuberculin-screening test, or chest X-ray.

There are no licensing requirements for medical assistants. However, professional certification or registration may be required by some physicians for employment. This is offered by two organizations on successful completion of an examination given to those who qualify. American Medical Technologists offer the RMA (Registered Medical Assistant) credential; the American Association of Medical Assistants (AAMA) offers the CMA (Certified Medical Assistant). In addition, AAMA makes available several types of certification to persons who have completed specialized training or acquired knowledge in specific areas. Candidates may earn specialty certification through the AAMA in administrative (CMA-A) and clinical (CMA-C) categories. Certification has also been offered to pediatric medical assistants (CMA-Ped), but this examination was not given in 1978. This suspension was evaluated for 1979. Both organizations offer opportunities for continuing education.

Opportunities

Employment opportunities should steadily increase in the next few years due to a growing population, new laws providing more health-care services, greater availability of pre-paid insurance plans, and public awareness of the need for good health maintenance. Medical assistants will be needed to assume responsibility for physicians' record and bookkeeping activities as

well as to help the physicians with routine medically oriented duties.

Medical assistants can improve their chances for advancement by increasing their job-related skills and knowledge through experience and continuing education. Workshops, seminars, and home-study courses, or study of allied health subjects in selected post-secondary schools are the best ways to achieve promotion.

For further information, contact: American Association of Medical Assistants, American Medical Technologists.

*From Health Careers Guidebook, 4th ed., Supt. of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock # 029-000-00343-2), 1979.

EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
 - a. Filling out job applications
 - b. Developing a resume
 - c. Preparing for a job interview
2. Keeping a job
 - a. Be on time and regular in attendance
 - b. Maintain a fair share of the work-load
 - c. Work without supervision
 - d. Meet production schedules
 - e. Properly care for and use equipment
 - f. Dress appropriately for the job
 - g. Maintain good personal hygiene
 - h. Develop and maintain good communication with supervisors and co-workers

SECTION IV

CURRICULUM STRUCTURE & COURSE OUTLINE

CURRICULUM STRUCTURE

The following curriculum structure is provided as a guide in developing a curriculum structure to fit local needs. The structure is based on the curriculum outline. The structure illustrated is not intended to imply there are not other ways to structure the curriculum.

The time estimates are based on a one year (four quarter) program and may be adjusted as required for local programs and/or individual students. Classroom hours are based on a six (6) hour day and clinical/extern hours are based on an eight (8) hour day. The actual amount of time required for each course will depend upon the instructor, the students and facilities available.

Each instructor is encouraged to structure their curriculum and make time estimates based on the minimum requirements, their own experience, students' needs and the local facilities (classroom, lab and clinic) available.

MEDICAL OFFICE ASSISTANT CURRICULUM STRUCTURE

<u>Course Number</u>	<u>Course</u>	<u>Clock Hours</u>
First Quarter		
	Medical Assisting Adjustments	18
	Medical Assisting Skills I	60
	Medical Terminology	30
	Anatomy and Physiology	52
	Basic Psychology	18
	Pharmacology I	10
	Business	104
	First Aid	10
	CPR	10
		312
Second Quarter		
	Obstetrics	44
	Pediatrics	24
	Pharmacology II	20
	Medical Assisting Skills II	92
	Anatomy and Physiology	28
	Business	104
		312
Third Quarter		
	Externship I	176
	Medical/Surgical I	120
	Laboratory Techniques	60
		356

Course
Number

Clock
Hours

Fourth Quarter

Externship II	264
Clinical Experience (Hospital)	74
Medical/Surgical II	<u>42</u>
	380

COURSE OUTLINE

The sample course outline is to be used as an example to facilitate the development of alternative outlines for the individual learner. The listing of the tasks within a quarter is not meant to indicate a required sequence or pattern. The specific information required to teach the skills for each task is included on the corresponding unit guide sheet in the Unit Guide section.

The time estimates are a minimum amount of time required and should be extended according to the individual learner's needs. The clinical/extern hours may be rearranged according to the needs of the learners and to any constraints imposed by the clinical agency. The classroom hours include classroom laboratory practice and are based on a six (6) hour day. Clinical hours are based on an eight (8) hour day. The actual amount of time required for each course will depend upon the instructor, the student and facilities available.

Each instructor is encouraged to structure the courses and make time estimates based on the minimum requirements, their own experience, students' needs and the local facilities (classroom, lab and clinic) available.

Suggested Course Outline Structure
for Medical Office Assistant

<u>Unit</u>	<u>Quarter I</u>	<u>Hours</u>
	<u>Medical Assisting Adjustments</u>	
MAA-1	A career as a medical assistant	6
MAA-2	A brief history of medicine	3
MAA-3	Understanding medical ethics	6
MAA-4	Medicine and The Law	10
MAA-5	Medical practice arrangements	<u>2</u>
		27
	<u>Housekeeping</u>	
1.01	Wash hands	4
1.02	Maintaining the physician's office	<u>6</u>
		10
	<u>Assist Patients</u>	
2.01	Lift and move objects and patients	8
2.02	Position a patient for examination	8
2.03	Assisting a patient to and from a wheel chair	4
2.04	Assisting a patient to a stretcher	<u>4</u>
		24
	<u>Vital Signs</u>	
4.01	Taking temperature	20
4.02	Taking pulse	8
4.03	Counting respirations	11
4.04	Taking blood pressure	<u>24</u>
		63
	<u>Assisting with Examinations</u>	
3.01	Taking physical statistics of patient, such as weight and height	4
5.01	Taking a patient's medical history	2
5.02	Assisting the physician with a physical examination	14
5.03	Assisting the physician in taking a papanicolaou smear	6
6.01	Measuring distance acuity	4
6.02	Irrigating eye(s)	4
6.03	Irrigating ear(s)	<u>4</u>
		38
	<u>Nutrition</u>	
7.01	Assisting with nutrition and diet therapy	18

<u>Unit</u>	<u>Title</u>	<u>Hours</u>
	<u>Emergency Procedures</u>	
15.01	Preparing a crash tray	2
15.02	Administering first aid	8
15.03	Performing cardiopulmonary resucitation	<u>10</u>
		20
	<u>Related Instruction</u>	
	Medical Terminology	18
	<u>Typing</u>	
19.01	Typing business letters	44
19.02	Typing statistical materials in form of tables	10
19.03	Typing medical manuscripts, reports and legal documents	<u>10</u>
		64
	<u>Records Management</u>	
20.01	Completing insurance claims, medicare forms and workmen's compensation forms	20
21.01	Establishing and maintaining a records management system	4
21.02	Filing letters, diagnostic reports, and progress notes in patient's records	12
21.03	Maintaining control system for medical records	<u>4</u>
		40
	Quarter I Hours	312

Quarter II

<u>Unit</u>	<u>Title</u>	<u>Hours</u>
<u>Minor Surgery and Surgical Asepsis</u>		
8.01	Assisting a physician with minor surgery	3
8.02	Cleaning and wrapping articles for autoclaving	3
8.03	Loading and operating the autoclave	6
8.04	Transferring sterile articles with transfer forceps	4
8.05	Handling sterile packages and sterile solutions	4
8.06	Putting on sterile gloves	4
8.07	Changing sterile dressings	4
8.08	Removing sutures	6
		<u>34</u>
<u>Wounds</u>		
9.01	Applying bandages or binders	4
9.02	Assisting a physician with the application of a cast	4
		<u>8</u>
<u>Medications</u>		
10.01	Using the Physician's Desk Reference (P.D.R.)	20
10.02	Administering oral medications	5
10.03	Handling and preparing hypodermic syringes for use	
.03a	Identifying and describing the equipment used to administer parenteral medications	5
.03b	Handling a sterile syringe and needle	3
.03c	Filling a hypodermic syringe from a vial and ampule	3
10.04	Administering parenteral medications	
.04a	Selecting sites and methods of injection	3
.04b	Administering subcutaneous injections	4
.04c	Administering intramuscular injections	4
.04d	Administering intradermal injections	3
10.05	Mixing two medications in one syringe	2
		<u>52</u>
<u>Electrocardiography</u>		
11.01	Maintaining the electrocardiographs	6
11.02	Running a 12-lead electrocardiograph	12
11.03	Monitoring the electrocardiograph readings	4
		<u>22</u>
<u>Physical Therapy</u>		
12.01	Performing physical therapy with an ultra sound unit	12
12.02	Performing physical therapy with the ultrasound/ stimulator unit and the shortwave diathermy machine	4
12.03	Applying heat treatments	2
12.04	Applying cold treatments	2
		<u>20</u>

<u>Unit</u>	<u>Title</u>	<u>Hours</u>
	<u>Radiography</u>	
13.01	Producing radiographs	6
	<u>Speciality Exams</u>	
14.01	Carrying an infant	6
14.02	Measuring the length and weight of an infant	6
14.03	Giving an intramuscular injection to a child	6
14.04	Collecting a pediatric urine specimen	4
14.05	Assisting with a proctoscopy and sigmoidoscopy	6
		<u>28</u>
	<u>Related Instruction</u>	
	Obstetrics, Pediatrics, Anatomy and Physiology	80
	<u>Business Machines</u>	
22.01	Operating ten key and printing calculators	14
	<u>Accounting</u>	
23.01	Preparing balance sheets and income statements	2
23.02	Recording data of financial records in journal, and ledger	5
23.03	Closing the ledger for a fiscal period	3
23.04	Preparing balance sheet, income and post-closing trial balance	2
23.05	Recording and processing checks, coins and currency coming into and going out of medical office	2
23.06	Reconciling a bank statement	2
23.07	Maintaining a petty cash fund	2
23.08	Recording payroll for the medical office	4
23.09	Completing returns for medical office	6
23.10	Recording and posting daily transactions by using the pegboard method	2
		<u>30</u>
	<u>Writing Letters</u>	
24.01	Composing letters	20

<u>Unit</u>	<u>Title</u>	<u>Hours</u>
<u>Medical Office Procedures</u>		
25.01	Planning office activities	4
25.02	Placing and receiving telephone calls	4
25.03	Scheduling appointments	4
25.04	Processing mail	2
25.05	Explaining doctor's fees	1
25.06	Making financial arrangements with patient	2
25.07	Preparing statements for mailing	1
25.08	Collecting delinquent bills	<u>2</u>
		20
<u>Medical Transcription</u>		
26.01	Transcribing medical information from dictaphone or tape	20
Quarter II Hours		312

Quarter III

<u>Unit</u>	<u>Title</u>	<u>Hours</u>
<u>Laboratory Techniques - Urinalysis</u>		
16.01	Using and maintaining the compound microscope	4
16.02	Collecting, labeling and handling urine specimens	4
16.03	Performing a physical examination of urine	4
16.04	Performing routine biochemical urine tests	6
16.05	Performing a microscopic urinalysis	8
16.06	Performing a urine pregnancy test	<u>4</u>
		30

Laboratory Techniques - Hematology

17.01	Performing venipunctures	14
17.02	Preparing blood specimens	4
17.03	Performing a white blood cell (WBC) count	8
17.04	Performing a red blood cell (RBC) count	8
17.05	Obtaining capillary blood from a finger puncture	2
17.06	Performing a hemaglobin test	4
17.07	Performing a hematocrit test	2
17.08	Performing a differential cell count	14
17.09	Performing blood typing and grouping	
17.10	Performing blood chemistries	<u>—</u>
		56

Laboratory Techniques - Microbiology

18.01	Collecting and preparing specimens for shipping	6
18.02	Collecting a throat specimen	<u>2</u>
		8

Related Instruction

Medical/Surgical Nursing	86
Externship	<u>176</u>
	356

Quarter IV

Externship	264
Hospital Clinical Experience	74
Related Instruction - Medical/Surgical Nursing	<u>42</u>
	380

SECTION V

UNIT GUIDES

UNIT GUIDES

Description

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment, and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio-visuals, and practical applications.

INSTRUCTIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include instructional units, textbooks, audio-visuals and equipment.

These include instructional units, textbooks, audio-visuals and equipment.

EVALUATION: This section contains a criterion referenced measure (where appropriate) and reference to any test items or other evaluation measures that are available to the teacher. The criterion referenced measure contains three parts--Condition, Performance and Standard.

CLASSROOM HOURS: The estimated time for completion of the instructional activities and evaluation are indicated. This time estimate is stated in hours of classroom time and includes classroom laboratory time. Clinical or practicum hours are not listed on the unit guide sheets; however, they are listed in the curriculum structure and course outline in section IV.

TASK

MAA-1 A career as a medical assistant

PERFORMANCE OBJECTIVE

Provided resource material and related information, make a self-analysis and relate the analysis to a career as a medical assistant.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Personal conduct
- c. Philosophy and religion
- d. Problem solving technique
- e. "Tools" for the game of life, personality, charm, poise, appearance, posture, dress, speech, confidence
- f. Importance of faith, loyalty, honesty and confidence
- g. Study habits
- h. "Rights of a patient"
- i. Expected qualifications
- j. Administrative duties
- k. Clinical duties
- l. Job possibilities
- m. Continuing education

- n. American Association of Medical Assistants

Provide A/V On:

Career work relationships

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Morison
- c. Whitcomb and Lang

A/Vs:

Cutter, "Nursing Faces The Law,"
(tapes 1-3, 6, 7)

CLASSROOM HOURS

6

EVALUATION

MAA-1 (Continued)

Given resource material and related information, the learner will complete:

- a. A written philosophy of life
- b. A list of goals for the year
- c. A paper on the importance of faith, loyalty, honesty, and confidence
- d. A written examination

Each of the above will meet the criteria established by the instructor.

TASK

MAA-2 A brief history of medicine

PERFORMANCE OBJECTIVE

Provided resource material and related information, identify the contributions to medicine made by identified historical figures.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- | | |
|---|-----------------------------------|
| a. Terminology | 15. Robert Koch |
| b. Contributions to medicine made by the following: | 16. Paul Ehrlich |
| 1. Hippocrates | 17. Frederick Banting |
| 2. Galen | 18. Horace Wells |
| 3. Vesalius | 19. William T. G. Morton |
| 4. William Harvey | 20. Crawford W. Long |
| 5. Anton Van Leeuwenhoek | c. Development of medical science |
| 6. John Hunter | |
| 7. Edward Jenner | |
| 8. Ignaz Philipp Semmelweis | |
| 9. James Marion Sims | |
| 10. Oliver Wendell Holmes | |
| 11. Florence Nightingale | |
| 12. Clara Barton | |
| 13. Louis Pasteur | |
| 14. Joseph Lister | |

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

CLASSROOM HOURS

3

EVALUATION

MAA-2 (Continued)

Given resource material and related information, the learner will demonstrate knowledge of the contributions made to medicine by identified historical figures by completing a written examination. The number of correct responses on a written examination must meet the criteria established by the instructor.

TASK

MAA-3 Understanding medical ethics

PERFORMANCE OBJECTIVE

Provided resource material and related information, demonstrate an understanding of medical ethics and it's importance in the medical profession.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. The oath of Hippocrates
- c. Modern codes
- d. Principles of medical ethics
- e. Principle of service
- f. Improving knowledge and skill
- g. Methods of healing founded on scientific bases
- h. Dignity and honor
- i. Patient cannot be neglected
- j. Terms and conditions of services
- k. Fees
- l. Requests for consultation
- m. Confidential matters
- n. Responsibilities of physician to society
- o. Ethics as related to medical assisting

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. American Medical Association

CLASSROOM HOURS

6

EVALUATION

MAA-3 (Continued)

Given resource material and related information, the learner will demonstrate an understanding of medical ethics and its importance in the medical profession by completing a written examination. The number of correct responses on the examination must meet the criteria established by the instructor.

TASK

MAA-4 Medicine and The Law

PERFORMANCE OBJECTIVE

Provided resource material and related instruction, demonstrate an understanding of medicine and the law.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Medical practice acts
- c. Professional liability
- d. Laws of contracts
- e. Statute of frauds
- f. Good samaritan acts
- g. Controlled substances act
- h. Uniform anatomical gift act
- i. Securing patients' consent
- j. Keeping complete records
- k. Legal responsibility of the medical assistant
- l. Claims prevention

Provide A/V On:

- a. Malpractice and you
- b. Medical assistants and the law
- c. Nursing faces the law

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Monitz and Stetler
- c. Stetler and Monitz
- d. AMA, Judicial Council
Opinions and Reports

A/Vs:

- a. Medical Training Series,
"Malpractice and You"
- b. AAMA, "Medical Assistants
and The Law" (tape)
- c. Cutter, "Nursing Faces
The Law"

CLASSROOM HOURS

10

EVALUATION

MAA-4 (Continued)

Given resource material and related information, the learner will demonstrate an understanding of medicine and the law by completing a written examination. The number of correct responses on the examinaion must meet the criteria established by the instructor.

TASK

MAA-5 Medical practice arrangements

PERFORMANCE OBJECTIVE

Provided resource material and related information, demonstrate an understanding of the different types of medical practice arrangements.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Group practice
- c. Partnerships
- d. Professional associations
- e. Professional corporations

INSTRUCTIONAL MATERIALS

Textbooks:

Monitz and Stetler

EVALUATION

MAA-5 (Continued)

Given resource material and related information, the learner will demonstrate an understanding of medicine and the law by completing a written examination. The number of correct responses on the examination must meet the criteria established by the instructor.

TASK

1.01 Wash hands to decontaminate

PERFORMANCE OBJECTIVE

Provided handwashing facilities and the necessary supplies, demonstrate the proper procedure for disinfecting the hands.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology relating to asepsis
- b. How pathogens are spread
- c. Portals of entry of pathogens
- d. Body's response to disease
- e. How proper handwashing helps to prevent the transmission of micro-organisms
- f. Proper procedure for handwashing
- g. When procedure must be used

Provide A/V On:

Handwashing

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 4.4 A The Asepsis
Hand Wash

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Demonstration of Tasks:

View film. If needed ask instructor for assistance.

Laboratory Practice:

Have learner practice procedure.

Clinical Application:

Have learner wash hands for a procedure requiring aseptic hands.

A/Vs:

Hoffman, "The Asepsis Handwash"

Equipment:

- a. Sink with running water
- b. Soap
- c. Orange stick
- d. Brush
- e. Paper towels
- f. Waste can
- g. Lotion

CLASSROOM HOURS

4

EVALUATION

1.01 (continued)

Given the necessary equipment, the learner will complete the asepsis handwashing procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Remove rings and watch		
2. Opened faucets, adjusted temperature and left water running		
3. Applied soap and lathered hands		
4. Cleaned under and around fingernails		
5. Used rotary movement and friction moving up from fingers to arm		
6. Rinsed holding hands upward from wrist		
7. Repeated lathering and rinsing		
8. Kept hands higher than wrists during washing and rinsing procedure		
9. Dried hands		
10. Turned off faucet using paper towel		

TASK

1.02 Maintain physician's office

PERFORMANCE OBJECTIVE

Provided with the necessary forms and supplies, organize and plan the housekeeping details for a physician's office.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology relating to housekeeping
- b. Substances causing stain and methods of removal
- c. Importance of office security
- d. Inventory
- e. Ordering and storing supplies
- f. The reception room, front desk, doctor's office, examining room, lab
- g. Physician's bag
- h. Linen services
- i. Commercial cleaning service
- j. Student assistant

Laboratory Practice:

Acting as a student assistant for a week, perform housekeeping details in the school environment

Clinical Application:

Perform housekeeping details in a physician's office

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick & Kinn

Equipment:

- a. Stain removal tray
- b. Inventory sheet
- c. Dust cloths
- d. Cleanser
- e. Physician's bag (optional)

CLASSROOM HOURS

6

EVALUATION

1.02 (Continued)

Given a physician's office, the necessary supplies and equipment, the learner will plan and organize the physician's office. The plan must include cleaning services, ordering and storing supplies, inventory procedures, office security and maintaining the physician's bag.

TASK

2.01 Lift and move objects and patients

PERFORMANCE OBJECTIVE

Provided with objectives and patients, demonstrate the proper procedures for using proper balance and alignment to lift and move the objects and patients.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology & Anatomy
- b. Center of gravity
- c. Line of gravity
- d. Base of support
- e. Perpendicular line
- f. Importance of proper balance and alignment
- g. Steps of procedure

Provide A/V On:

- a. Balance and alignment
- b. Balance and alignment - application

Demonstration of Tasks:

View films. If needed ask instructor for assistance

Laboratory Practice:

Pick up motor performance test and practice procedure

Clinical Application:

Have learner perform good balance and alignment

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick & Kinn
- b. L.L.S. Workbook, Body Mechanics

Equipment:

Box

A/Vs:

- L.L.S. a. "Balance and Alignment"
- b. "Balance and Alignment - Application"

CLASSROOM HOURS

8

EVALUATION

2.01 (Continued)

Given an object or patient, the learner will lift and move the object or patient. The proper balance and alignment must be demonstrated.

TASK

2.02 Position a patient for examination

PERFORMANCE OBJECTIVE

Provided with a patient and the necessary supplies and equipment, place patients in the basic positions for physical examinations.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

2.00 Balance and alignment

Provide Information On:

- a. Good body mechanics
- b. Draping
- c. How to operate examination table
- d. How to position patient in the supine, lateral, Sims, prone, modified lithotomy, knee-chest, high Fowlers, semi-Fowlers, Trendelenburg, and lithotomy positions
- e. Safety precautions
- f. Reasons for each position

Provide A/V On:

Basic positions

Demonstration of Tasks:

View film. Ask instructor to demonstrate basic positions

Laboratory Practice:

Pick up motor performance test and practice procedure

Clinical Application:

Have learner demonstrate placing patients in the basic position

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 5.2 Positions and Methods: Physical Examination

Textbooks:

- a. Frederick & Kinn
- b. L.L.S. Workbook

A/Vs:

- a. L.L.S. "Basic Positions"
- b. Hoffman "Positions and Methods"

Equipment:

- a. Examination table
- b. Drape
- c. Patient

CLASSROOM HOURS

8

EVALUATION

2.02 (Continued)

Given a patient and the necessary supplies and equipment, the learner will place the patient in the basic positions for physical examinations. All basic positions must be correctly demonstrated.

TASK

2.03 Assist a patient to and from a wheelchair

PERFORMANCE OBJECTIVE

Provided with a patient and a wheelchair, assist the patient into and out of a wheelchair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 2.00 Balance and alignment
- b. 2.01 Basic positions

Provide Information On:

- a. Good body mechanics
- b. How to operate wheelchair
- c. Safety precautions
- d. Steps of procedure

Provide A/V On:

Assisting a patient to a wheelchair

Demonstration of Tasks:

View film. If needed ask instructor for assistance

Laboratory Practice:

Pick up motor performance test and practice procedure

Clinical Application:

Have learner assist a patient into and out of a wheelchair

INSTRUCTIONAL MATERIALS

Textbooks:

L.L.S. Workbook, Body Mechanics

Equipment:

- a. Wheelchair
- b. Patient

A/Vs:

L.L.S. "Assisting a Patient to a Wheelchair"

CLASSROOM HOURS

4

EVALUATION

2.03 (Continued)

Given a patient and a wheelchair, the learner will assist the patient into and out of the wheelchair. The patient must be assisted using proper safety precautions and good body mechanics.

TASK

2.04 Assisting a patient to and from a stretcher

PERFORMANCE OBJECTIVE

Provided with a patient and the necessary supplies and equipment, assist the patient to and from a stretcher.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 2.00 Balance and alignment
- b. 2.01 Basic positions
- c. 2.02 Assisting a patient to a wheelchair

Provide Information On:

- a. Good body mechanics
- b. Types of transfer to stretcher
- c. Safety precautions
- d. Steps of procedure

Provide A/V On:

Assisting a patient to and from a stretcher

Demonstration of Tasks:

View film. If needed ask instructor for assistance

Laboratory Practice:

Pick up motor performance test and practice procedure

Clinical Application:

Have learner assist a patient to and from a stretcher

INSTRUCTIONAL MATERIALS

Textbooks:

L.L.S. Workbook, Body Mechanics

Equipment:

- a. Stretcher
- b. Draw sheet
- c. Patient

A/Vs:

L.L.S. "Assisting a Patient to and from a Stretcher"

EVALUATION

2.04 (Continued)

Given a bedfast patient and a stretcher, the learner will transfer the patient to the stretcher using transfer techniques consistent with the patients condition and good body mechanics.

TASK

- 3.01 Taking physical statistics of patient such as weight and height

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, weigh and measure the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 1.01 Wash hands

Provide Information On:

- a. How to operate scales
- b. How to check balance
- c. How to measure weight
- d. How to read scales
- e. How to measure height
- f. How to read measurement
- g. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the tasks

Laboratory Practice:

Pick up performance check list and practice procedure

Clinical Application:

Have learner measure height and weight

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 3.4 Height and weight

Textbooks:

Bonewit

Equipment:

- a. Scales
- b. Patient

EVALUATION

3.01 (continued)

Given a patient and the necessary equipment, the learner will weigh and measure the patient without error.

TASK

4.01 Taking temperature

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment and supplies, take the patients temperature (oral or rectal).

INSTRUCTIONAL ACTIVITIES

Instructional Tasks:

1.01 Wash hands

Provide Information On:

- a. Terminology & Anatomy
- b. Types of thermometers
- c. Fahrenheit & centigrade conversion problems
- d. Sterile thermometer covers
- e. Normal to abnormal body temperature
- f. How to read a thermometer
- g. Safety precautions
- h. Steps of procedure (oral and rectal)

INSTRUCTIONAL MATERIALS

Instructional Units:

- Hoffman 3.1 Cardinal signs
3.2.1.1 The clinical thermometer
3.2.1.2 Converting between fahrenheit's & centigrade readings
3.2B Clinical thermometer technique
3.2C Use of oral clinical thermometer

Textbooks:

- a. Frederick & Kinn
- b. Bonewit

Provide A/V On:

Measuring body temperature

Demonstration of Tasks:

By instructor or a peer who has mastered the task or with an appropriate A/V

Laboratory Practice:

Have learner practice:

- a. Procedure for cleaning glass thermometers
- b. Preparing a clean thermometer set-up
- c. Reading a thermometer
- d. Taking oral temperature of a classmate
- e. Using a rectal thermometer on a mannequin

(continued on back)

A/Vs:

- Hoffman a. "The Clinical Thermometer"
b. "Clinical Thermometer Technique"
c. "Use of the Oral Clinical Thermometer"
d. "Use of the Rectal Clinical Thermometer"

Equipment:

(continued on back)

CLASSROOM HOURS

20

EVALUATION

4.01 (continued)

Given a patient and the necessary equipment and supplies, the learner will take a patient's temperature (oral or rectal). The correct thermometer must be used. The temperature must be read and reported to the nearest 2/10 of a degree Fahrenheit and 1/10 of a degree centigrade.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have learner take an oral and rectal temperature of a patient

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Oral and rectal thermometers
- b. Thermometer set-up
- c. Green soap
- d. Alcohol
- e. Steri-temp covers
- f. Pen and paper

TASK

4.02 Taking pulse

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, take the patient's pulse.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

1.01 Wash hands

Provide Information On:

- a. Terminology & anatomy
- b. Factors that affect the pulse rate
- c. Normal range for pulse rates
- d. Pulse points
- e. How to take pulse rate, strength and rhythm
- f. Apical pulse
- g. How to take apical pulse
- h. Steps of procedures

Provide A/V On:

The pulse

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 3.2. 5.1 The Pulse:
How to read it
3.2. 5.2 Taking the Pulse

Textbooks:

- a. Frederick & Kinn
- b. Bonewit

Demonstration of Tasks:

View film. Ask instructor for assistance

Laboratory Practice:

Locate pulse points on a partner. Pick up Performance Checklist - Taking a Radial Pulse Practice procedure. Pick up Performance Checklist - Taking an Apical Pulse Practice procedure

Clinical Application:

Have learner take a radial and apical pulse

A/Vs:

Hoffman "The Pulse"

Equipment:

- a. Watch with second hand
- b. Pen and paper
- c. Stethoscope
- d. Patient

CLASSROOM HOURS

8

EVALUATION

4.02 (continued)

Given a patient and the necessary equipment, the learner will take the patient's pulse. The pulse rate determination must be accurate to within ± 4.

TASK

4.03 Counting respirations

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment count the patient's respiration rate.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

4.02 Pulse

Provide Information On:

- a. Terminology & anatomy
- b. Normal rates
- c. Factors that affect respiration
- d. Types of respiration
- e. How to take T.P.R.
- f. Steps of procedure

Provide A/V On:

Respiration and T.P.R.

Demonstration of Tasks:

By instructor or a peer who has mastered the task, or with an appropriate A/V

Laboratory Practice:

Have learner practice the procedure using a classmate as a patient

Clinical Application:

Have learner take a patient's respiration

Note to Instructor:

(continued on back)

INSTRUCTIONAL MATERIALS

Instructional Units:

- Hoffman 3.2.6.1 The vital function of respiration
3.2.6.2 Taking the respiration reading

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

- a. Hoffman "The Vital Function of Respiration"
- b. Trainex "Temperature, Pulse, Respiration"

Equipment:

- a. Watch with second hand
- b. Pen and paper
- c. Patient

CLASSROOM HOURS

11

EVALUATION

4.03 (continued)

Given a patient and a watch with a second hand, the learner will determine the patient's pulse and respiration rate. Pulse rate determination must be accurate to within I4; respiratory rate, accurate to within I2.

INSTRUCTIONAL ACTIVITIES (continued)

Note to Instructor:

The tasks covered in units 4.01, 4.02 and 4.03 are most often performed together. When the student has been instructed in all three units they should be required to demonstrate their ability to perform the tasks as a unit in both laboratory and clinical settings. A recommended A/V for this activity is the Trainex "Temperatures, Pulse, Respiration." Five (5) additional hours have been added to this task to allow time for this activity.

TASK

4.04 Taking blood pressure

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, take the patient's blood pressure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

4.02 Take pulse

Provide Information On:

- a. Terminology & anatomy
- b. Why diastolic pressure is lower than systolic pressure
- c. Normal range for blood pressure
- d. Factors that affect blood pressure
- e. Stethoscope, sphygmomanometer
- f. Aneroid manometer
- g. How to read
- h. Steps of procedure

Provide A/V On:

Blood pressure

Demonstration of Tasks:

View films. Ask instructor for assistance

Laboratory Practice:

Have student examine and identify the parts of a stethoscope, mercury sphygmomanometer and aneroid manometer. Have student practice the procedure with instructor monitoring with a teaching stethoscope

(continued on back)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 3.3 Blood pressure

Textbooks:

- a. Frederick & Kinn
- b. Bonewit

A/Vs:

Hoffman:

- a. "Blood Pressure and the Instruments for Measuring"
- b. "The Measuring and Recording of Blood Pressure"

Equipment:

- a. Stethoscope
- b. Sphygmomanometer
- c. Teaching stethoscope
- d. Alcohol swabs
- e. Pen and paper

CLASSROOM HOURS

24

EVALUATION

4.04 (continued)

Given a stethoscope, sphygmomanometer and a patient, the learner will measure and record blood pressure. Both the systolic and diastolic readings must be accurate to within ± 4 points.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have the learner take a patient's blood pressure

TASK

5.01 Taking a patient's medical history

PERFORMANCE OBJECTIVE

Provided a patient and a medical history form, take the patient's medical history.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Purpose and content of medical history
- c. Subjective and objective symptoms
- d. How to ask questions
- e. How to fill out form

Demonstration of Tasks:

By instructor or peer who has mastered the skill

Laboratory Practice:

Have student practice filling out a medical history form using a classmate as the patient

Clinical Application:

Have the learner fill out a medical history form for a patient

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

Medical history form

CLASSROOM HOURS

2

EVALUATION

5.01 (continued)

Given a patient and the necessary forms, the learner will take the patient's medical history. All pertinent information must be recorded.

TASK

5.02 Assisting the physician with a physical examination

PERFORMANCE OBJECTIVE

Provided with the necessary equipment and supplies, assist the physician with a physical examination.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 2.01 Basic positions
- b. 5.01 Writing a patient's medical history

Provide Information On:

- a. Terminology & Anatomy
- b. Purposes
- c. Preparation of the examining room
- d. Equipment and instruments used
- e. Preparation of patient
- f. Methods of examination
- g. Positions and draping
- h. Assisting techniques
- i. Steps of procedure

Provide A/V On:

- a. The Physical Examination
- b. Medical Training Series Tapes

Demonstration of Tasks:

View films. Ask instructor for assistance.

Laboratory Practice:

Identify equipment and instruments used for the P.E. Have learner practice the procedure with classmates acting as physician and patient.

(Continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 5.0 Patient examination

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

- a. Hoffman, "The Patient Examination"
- b. Hoffman, "Positions and Methods of the Physical Examination"
- c. Medical Training Series, "The Patient and You", The Medical Team Nurse

(Continued on next page)

CLASSROOM HOURS

14

EVALUATION

5.02 (continued)

Given a patient and access to the necessary equipment and supplies, the learner will assist the doctor with a physical examination. The necessary equipment must be assembled and prepared, the patient must be prepared and assistance must be provided the physician as required during the examination.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have learner assist a patient and physician throughout a physical examination.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Drapes
- b. Stethoscope
- c. Sphygmomanometer
- d. Thermometer
- e. Percussion hammer
- f. Tuning fork
- g. Tongue blades
- h. Rubber gloves
- i. Ophthalmoscope
- j. Otoscope
- k. Scale
- l. Vaginal speculum
- m. Lubricant
- n. Lamp
- o. Tissues or wipes
- p. Cotton tip applicator

TASK

5.03 Assisting with the Papanicolaou Smear

PERFORMANCE OBJECTIVE

Provided with the necessary equipment, assist a patient and physician throughout the Papanicolaou smear.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

2.01 Basic positions

Provide Information On:

- a. Terminology & Anatomy
- b. Gynecological instruments
- c. Tray set-up
- d. Preparation of patient
- e. Position and draping
- f. Assisting techniques
- g. Steps of procedure

Provide A/V On:

The "Pap" Smear

Demonstration of Tasks:

View film. Ask instructor for assistance

Laboratory Practice:

Have the learner identify equipment and instruments used for the Pap smear. Have learner practice the procedure with classmates acting as physician and patient

Clinical Application:

Have learner assist a patient and physician throughout a Pap smear

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman:

- a. 2.01 Basic positions
- b. 5.02 The Papanicolaou Smear

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman, "The Papanicolaou Smear"

Equipment:

- a. Drape
- b. Rubber gloves
- c. Vaginal speculum
- d. Cervical spatulas (2)
- e. Cotton tip applicators (2)
- f. Microscope slides (2)
- g. Specimen envelope
- h. Fixer spray
- i. Lubricant
- j. Lamp
- k. Stool

CLASSROOM HOURS

6

EVALUATION

5.03 (continued)

Given a patient and access to the necessary equipment and supplies, the learner will assist the patient and physician throughout the Pap smear procedure. The patient must be properly positioned and draped and assistance must be provided the physician and patient as required.

TASK

6.01 Measuring distance visual acuity

PERFORMANCE OBJECTIVE

Provided with a patient and the necessary equipment, measure the distance visual acuity of a patient.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology and anatomy
- b. Causes of myopia, hyperopia, and presbyopia
- c. What visual difficulty present with each of the above
- d. Significance of numbers on the Snellen eye chart
- e. Snellen Big E eye chart
- f. Other pediatric eye charts
- g. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Pick up performance checklist and practice procedure. Have learner practice the procedure using a classmate as the patient.

Clinical Application:

Have learner measure a patient's visual acuity.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Snellen eye charts
- b. Paper cup
- c. Eye cover
- d. Occluder
- e. Pointer
- f. Pen and paper

CLASSROOM HOURS

4

EVALUATION

6.01 (continued)

Given a patient and a visual acuity chart, the learner will perform a visual acuity screening test to determine the patient's near and distance visual acuity. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Adjusted visual acuity chart to eye level		
2. Marked line 20 feet from chart		
3. Explained to patient what was to be done		
4. Tested one eye at a time with and without glasses		
5. Recorded patient's reaction during test		
6. Recorded response of each eye following test		

TASK

6.02 Irrigating eye (s)

PERFORMANCE OBJECTIVE

Provided with a patient, a physician's order and the necessary equipment, irrigate a patient's eye or eyes.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. External structure of the eye
- b. Purposes of irrigation
- c. Abbreviations used
- d. Sterile technique
- e. Steps of procedure
- f. Terminology & Anatomy

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice procedure with a classmate acting as a patient.

Clinical Application:

Have learner perform an eye irrigation on a patient. .

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Towel
- b. Basin
- c. Rubber bulb syringe
- d. Container to hold solution
- e. Cotton balls
- f. Sterile solution

CLASSROOM HOURS

EVALUATION

6.02 (continued)

Given a patient, a physician's order and a sterile solution, the learner will instill the solution. The solution must be administered according to the physician's orders.

TASK

6.03 Irrigating ear

PERFORMANCE OBJECTIVE

Provided with a patient, a physician's order and the necessary equipment, irrigate a patient's ear(s).

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology & Anatomy
- b. Structure of the ear
- c. Purposes of irrigation
- d. Steps of the procedure

Demonstration of Tasks:

By instructor or peer
who has mastered the task.

Laboratory Practice:

Have learner practice procedure
with a classmate acting as a
patient.

Clinical Application:

Have learner perform an ear
irrigation on a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Towel
- b. Basin
- c. Bulb syringe
- d. Container for solution
- e. Cotton balls

CLASSROOM HOURS

4

EVALUATION

6.03 (continued)

Given a patient, physician's orders and the necessary equipment, the learner will irrigate the patient's ear (s). The irrigation must be administered according to the physician's orders.

TASK

7.01 Assisting with nutrition and diet therapy

PERFORMANCE OBJECTIVE

Define nutrition and state its role in health and disease.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Basic four food groups
- c. Major nutrients
- d. Importance of a well-balanced diet
- e. Major functions of carbohydrates, fat and proteins
- f. Importance of vitamins and minerals
- g. Diet modifications related to diseases

Laboratory Practice:

Have the student learner make a chart and include the following for each vitamin and mineral: name, source, function, and deficiency symptoms.

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

CLASSROOM HOURS

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EVALUATION

7.01 (continued)

Given basic information and any necessary references, the learner will prepare a vitamin chart and a mineral chart. The chart must include name, source, function and deficiency symptoms for both vitamins and minerals.

TASK

8.01 Assisting a physician with minor surgery

PERFORMANCE OBJECTIVE

Provided with a patient and access to the necessary equipment and supplies, assist the physician with minor surgery.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Names of instruments
- c. Usage of instruments
- d. Care of instruments
- e. Storage of instruments
- f. Steps of procedure

Provide A/V on:

The Instruments of
Minor Surgery

Demonstration of Tasks:

By instructor or peer who
has mastered the task.

Laboratory Practice:

Have learner practice the procedure with a classmate acting as the physician. Also have learner identify basic surgical instruments and their use.

Clinical Application:

Have learner assist a physician with minor surgery.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 10.1 Minor Surgery

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman "The Instruments of
Minor Surgery"

Equipment:

- a. Allis tissue forceps
- b. Hemostat
- c. Lister bandage scissors
- d. Needle holder
- e. Scalpels - blades
- f. Scissors - surgical
- g. Sims curette
- h. Sponge forceps

(continued on next page)

CLASSROOM HOURS

3

EVALUATION

8.01 (continued)

Given a patient and a set-up for minor surgery, the learner will assist the physician with surgery. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared self for assisting with surgery		
2. Observed sterile technique throughout procedure		
3. Handed doctor instruments as needed		
4. Had basins available as needed		
5. Did not contaminate any equipment with soiled instruments or supplies		
6. Accounted for all instruments following surgery		

INSTRUCTIONAL MATERIALS (continued)Equipment:

- i. Vaginal speculum
- j. Nasal speculum
- k. Towel clamp
- l. Retractor
- m. Needles and sutures
- n. Tissue forceps
- o. Probe and director

TASK

8.02 Cleaning and wrapping articles for autoclaving

PERFORMANCE OBJECTIVE

Provided with instruments and wrapping materials, wrap the instruments for sterilization.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 1.01 Wash hands

Provide Information On:

- a. Terminology
- b. Purpose of sanitization
- c. Procedure of sanitization
- d. Qualities of a good wrapper
- e. Function of sterilization indicators - tape
- f. Steps of procedure

Provide A/V On:

Cleaning and wrapping for autoclaving

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman:

- a. 4.1 Basic Bacteriology
- b. 4.2 Care and cleaning of Surgical Equipment
- c. 4.3 The Use of the Autoclave

Textbooks:

- a. Frederick & Kinn
- b. Bonewit

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

View film. Have the learner practice the procedure.

Clinical Application:

Have learner clean and wrap articles for autoclaving.

A/Vs:

Hoffman, "Cleaning and Wrapping for Autoclaving"

Equipment:

- a. Instruments to be cleaned and wrapped
- b. Detergent
- c. Sink
- d. Basin
- e. Brush
- f. Sterilization paper
- g. Sterilization indicator
- h. Autoclave tape

CLASSROOM HOURS

3

EVALUATION

8.02 (continued)

Given instruments and wrapping materials, the learner will wrap the instruments for sterilization. The instruments must be placed so that all areas are exposed to heat; they must be sealed securely in the package, labeled as to type of instrument, and dated.

TASK

8.03 Loading and operating the autoclave

PERFORMANCE OBJECTIVE

Provided with instruments, supplies and an autoclave, prepare the instruments and load and operate the autoclave.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 1.01 Wash hands
- b. 8.02 Clean and wrap articles for autoclaving

Provide Information On:

- a. Terminology
- b. Difference between sterilization, disinfection, and sanitation
- c. Various sterilization processes
- d. Principles for loading
- e. Causes of incomplete sterilization
- f. Operation of autoclave
- g. Steps of procedure

Provide A/V On:

- a. An Introduction to Sterilization
- b. Loading and Operating the Autoclave

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

View films. Have the learner pick up a performance checklist and practice the procedure.

(Continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 4.38 Loading and Operating the Autoclave

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman:

- a. "An Introduction to Sterilization"
- b. "Loading and Operating the Autoclave"

Equipment:

- a. Autoclave
- b. Articles prepared for sterilization
- c. Distilled water
- d. Towels

CLASSROOM HOURS

6

EVALUATION

8.03 (continued)

Given an autoclave, instruments, supplies, and wrapping materials, the learner will sterilize the items using the moist heat method. All items on the checklist must be completed with an acceptable rating.

INSTRUCTIONAL ACTIVITIES (continued)**Clinical Application:**

Have learner load and operate the autoclave.

TASK

8.04 Transferring sterile articles with transfer forceps

PERFORMANCE OBJECTIVE

provided with the necessary equipment, transfer sterile articles with the transfer forceps.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

1.01 Wash hands

Provide Information On:

- a. Surgical asepsis
- b. Types of sterile procedures
- c. Guidelines that govern the use of sterile equipment
- d. Function of sterile transfer forceps
- e. How to handle sterile equipment
- f. How contamination occurs
- g. Steps of the procedure

Provide A/V On:

The Sterile Technique .

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice transferring articles with transfer forceps.

Clinical Application:

Have learner transfer sterile articles in a clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 4.2A The Sterile Technique

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman, "The Sterile Technique"

Equipment:

- a. Sterilized metal containers
- b. Sterilized transfer forceps
- c. Sterilized metal boats
- d. Germicide
- e. Sterile distilled water
- f. Sterilized instruments

CLASSROOM HOURS

4

EVALUATION

8.04 (continued)

Given the necessary equipment and supplies, the learner will transfer sterile items with transfer forceps without contaminating the sterile field.

TASK

8.05 Handling sterile packages and sterile solutions

PERFORMANCE OBJECTIVE

Provided with packages containing sterile items, a bottle of sterile solution and a sterile container, open the sterile package and pour the sterile solution.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 1.01 Wash hands
- b. 8.04 Transfer sterile articles with transfer forceps

Provide Information On:

- a. Surgical asepsis
- b. How contamination occurs
- c. Procedure for opening a sterile package
- d. Procedure for pouring a sterile solution

Provide A/V On:

Sterile Technique

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice the procedure.

Clinical Application:

Have learner open a sterile package and pour a sterile solution.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 4.2A The Sterile Technique

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Trainex "Sterile Technique and Dressing Change"

Equipment:

- a. Sterile packages
- b. Sterile glass container
- c. Sterile solution
- d. Mayo stand

CLASSROOM HOURS

4

EVALUATION

8.05 (continued)

Given packages containing sterile items, a bottle of sterile solution and a sterile container, the learner will open the sterile package and pour the sterile solution. Contents of packages must not be touched by any nonsterile surfaces, and the solution must be poured without contamination of the container and/or sterile field.

TASK

8.06 Putting on sterile gloves

PERFORMANCE OBJECTIVE

Provided with sterile gloves, put on the sterile gloves.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 1.01 Wash hands
- b. 8.04 Transfer sterile articles with transfer forceps
- c. 8.05 Handle sterile packages and sterile solutions

Provide Information On:

- a. Surgical asepsis
- b. Disposable gloves
- c. When sterile gloves are required
- d. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice procedure.

Clinical Application:

Have learner put on sterile gloves.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Package of sterile gloves
- b. Sink with running water
- c. Soap

CLASSROOM HOURS

4

EVALUATION

8.06 (continued)

Given sterile gloves, the learner will put on without breaking sterile technique and remove without contaminating self.

TASK

8.07 Changing sterile dressings

PERFORMANCE OBJECTIVE

Provided with a patient, physician's orders and the necessary equipment and supplies, change a sterile dressing.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 1.01 Wash hands
- b. 8.04 Transfer sterile articles with transfer forceps
- c. 8.05 Handle sterile packages and sterile solutions

Provide Information On:

- a. Surgical asepsis
- b. Types of wounds
- c. Function of a sterile dressing
- d. When sterile dressings are required
- e. Steps of procedure

Provide A/V On:

The Treatment of Wounds in the Medical Office

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice procedure.

Clinical Application:

Have learner perform procedure for changing a sterile dressing.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 10.5 Wound Treatment

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman "The Treatment of Wounds in the Medical Office"

Equipment:

- a. Sterile gloves
- b. Sterile forceps
- c. Antiseptic
- d. Sterile container
- e. Sterile cotton balls
- f. Sterile dressing
- g. Waste bag
- h. Tape

CLASSROOM HOURS

3

EVALUATION

8.07 (continued)

Given a patient in need of a dressing change, physician's orders, and the necessary equipment and supplies, the learner will change the sterile dressing. The dressing must completely cover the area of concern and not be contaminated in the process.

TASK

8.08 Removing sutures

PERFORMANCE OBJECTIVE

Provided with a patient with sutures, physician's orders, and the necessary supplies and equipment, remove the sutures.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 1.01 Wash hands
- b. 8.07 Change a sterile dressing

Provide Information On:

- a. Surgical asepsis
- b. Materials needed for removing sutures
- c. How to cleanse skin
- d. Types of suture material
- e. Types of sutures
- f. Steps of procedure

Demonstration of Task:

By instructor

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Laboratory Practice:

Have learner practice procedure.

Clinical Application:

Have learner remove sutures from a patient.

Equipment:

- a. Sterile suture removal set - stitch scissors, hemostat or thumb pick up forceps
- b. Antiseptic
- c. Sterile cotton balls
- d. Sterile dressing
- e. Waste bag
- f. Tape

CLASSROOM HOURS

6

EVALUATION

8.08 (continued)

Given a patient with sutures, physician's orders and the necessary equipment and supplies, the learner will remove the sutures and apply a dressing if required. All sutures must be removed and the area properly dressed.

TASK

9.01 Applying bandages or binders

PERFORMANCE OBJECTIVE

Provided with a patient in need of a bandage or binder, physician's orders and the necessary equipment and supplies, apply a bandage or binder.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

1.01 Wash hands

Provide Information On:

- a. Terminology
- b. Functions of a bandage
- c. Guidelines for applying a bandage
- d. Common types of bandages
- e. Safety precautions
- f. Bandage turns
- g. Steps of procedure

Provide Information On:

Application of bandages and binders

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. American Red Cross

A/Vs:

Trainex "Application of Bandages and Binders"

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner apply a bandage to the ankle, hand, wrist, finger and lower leg of a classmate.

Clinical Application:

Have learner apply a bandage to a patient.

Equipment:

- a. Roller bandage
- b. Elastic bandage
- c. Triangular bandage
- d. Gauze
- e. Tape
- f. Scissors

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CLASSROOM HOURS

4

EVALUATION

9.01 (continued)

Given a patient in need of a bandage or binder, physician's orders, and the necessary equipment and supplies, the learner will apply a bandage or binder to the patient. The bandage must be applied with the proper amount of tension to remain in place without impeding proper circulation.

TASK

9.02 Assisting a physician with the application of a cast

PERFORMANCE OBJECTIVE

Provided with a patient and access to the necessary equipment and supplies, assist a physician with the application of a cast.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

9.01 Apply bandages or binders

Provide Information On:

- a. Terminology
- b. Types of fractures
- c. How to hold patient in exact position
- d. Warning signs of a too tight cast
- e. How to dip plaster in water
- f. How to instruct patient care - signs of constriction
- g. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have the learner examine equipment used for application of a cast and identify the use of each piece of equipment.

Clinical Application:

Have learner assist a physician with the application of a cast.

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

Equipment:

- a. Stockinette
- b. Plaster roller bandages
- c. Splint or guard
- d. Tape
- e. Sheet wadding or cast padding
- f. Cast cutter
- g. Bandage scissors
- h. Felt or sponge padding
- i. Pail of tepid water

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CLASSROOM HOURS

EVALUATION

9.02 (continued)

Given a patient with a fracture and access to the necessary equipment and supplies, the learner will assist the physician with the application of a cast. Supplies and equipment must be properly prepared and readily available when called for. The proper assistance must be given as needed or requested.

TASK

10.01 Using the Physician's Desk Reference (P.D.R.)

PERFORMANCE OBJECTIVE

Provided with a Physician's Desk Reference, demonstrate the proper use of the P.D.R.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Responsibilities in handling drugs
- c. Difference between natural and synthetic drugs
- d. General categories of drugs - examples
- e. Proper way of storing, keeping and administering narcotics
- f. Use of the Physician's Desk Reference (P.D.R.)

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice using the P.D.R.

Clinical Application:

Have learner demonstrate proper use of the P.D.R.

INSTRUCTIONAL MATERIALS

Instructional Units:

- Hoffman:
- a. 6.1 Introduction to Pharmacology
 - b. 6.2 The terminology of drugs
 - c. 6.3 Antibiotics
 - d. 6.4 Drug legality
 - e. 6.5 The Physician's Desk Reference

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

- Hoffman:
- a. "An Introduction to Pharmacology"
 - b. "The Terminology of Drugs"
 - c. "Antibiotics"

(continued on back)

CLASSROOM HOURS

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EVALUATION

10.01 (continued)

Given a P.D.R. and a specific assignment, the learner will demonstrate the proper use of the P.D.R. by correctly completing the assignment.

INSTRUCTIONAL MATERIALS

A/Vs: (continued)

- d. "The Drug Custodian"
- e. "Narcotics"
- f. "The Physician's Desk Reference"

Equipment:

Physician's Desk Reference

TASK

10.02 Administering oral medications

PERFORMANCE OBJECTIVE

Provided with a patient, physician's orders, oral medications, and the necessary supplies, administer oral medications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

10.01 Using the Physician's Desk Reference

Provide Information On:

- a. Guidelines for administering medications
- b. Solid and liquid forms
- c. Measuring devices
- d. Precautions - age, sex, route, allergy
- e. Safety measures
- f. Special procedures for narcotics
- g. Steps of procedure

Provide A/V On:

Oral Medication

Demonstration of Tasks:

By instructor.

Laboratory Practice:

Have learner practice procedure by identifying medication and setting up medication tray.

Clinical Application:

Have learner administer oral medications to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

L.L.S

- a. Oral Medications-Equipment and Supplies
- b. Oral Medications-Preparation and Practice
- c. Oral Medications-Administrator

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

L.L.S:

- a. "Oral Medications-Equipment and Supplies"
- b. "Oral Medications-Preparation and Practice"
- c. "Oral Medications-Administration"

Equipment:

- a. Medication card
 - b. Sample medications
- (continued on next page)

CLASSROOM HOURS

5

EVALUATION

10.02 (continued)

Given a patient, physician's order, oral medication(s), and the necessary equipment and supplies, the learner will set up and administer oral medication. The patient and medication must be positively identified and prepared and the patient must be observed until the medication is swallowed.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- c. Calibrated medicine cups
- d. Paper cups
- e. Medication record
- f. Tray
- g. Pen

TASK

- 10.03 Handling and preparing hypodermic syringes for use
10.03a Identifying and describing the equipment used to administer parenteral medication

PERFORMANCE OBJECTIVE

Provided with the necessary equipment and supplies, identify and describe the equipment and supplies used for parenteral medications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

10.01 Using the Physician's Desk Reference

Provide Information On:

- a. Terminology
- b. Types and sizes of syringes and needles
- c. Calibrations on a lcc, 3cc, 5cc, 10cc, 20cc, tuberculin and insulin syringe
- d. Parts of a syringe and needle
- e. Calculation of dosage
- f. Types of insulin
- g. Size of needles used for various body areas

- h. How to destroy used hypodermic syringe and needle.

Provide A/V On:

Introduction to the Hypodermic Syringe

Demonstration of Tasks:

By instructor.

Laboratory Practice:

Have learner:

- a. Examine various size syringes and needles
- b. Identify the parts of a syringe and needle

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

- a. Hoffman 7.1.A Introduction to the Hypodermic Syringe
- b. LLS Equipment, Syringes and Needles

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

- a. Hoffman "Introduction to the Hypodermic Syringe"
- b. LLS "Equipment: Syringes and Needles"

Equipment:

- a. Syringes and needles
- b. lcc, 3cc, 5cc, 10cc, 20cc, tuberculin and insulin syringe
- c. Types of insulin

CLASSROOM HOURS

5

EVALUATION

10.03a (continued)

Given the necessary equipment and supplies to administer parenteral medications, the learner will identify each item and describe its use. All items must be correctly identified and described.

INSTRUCTIONAL ACTIVITIES**Laboratory Practices:** (continued)

- c. Read the calibrations on displayed syringes
- d. Identify types of insulin
- e. Have learner identify and describe the equipment used for parenteral medications.

TASK

- 10.03 Handling and preparing hypodermic syringes for use
- 10.03b Handling a sterile syringe and needle

PERFORMANCE OBJECTIVE

Provided with a variety of syringes, needles, and cartridges demonstrate the correct handling of sterile syringes and needles.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using the Physician's Desk Reference
- b. 10.03a Identifying and describing the equipment used to administer parenteral medications.

Provide Information On:

- a. Terminology
- b. Asepsis
- c. Parts of a syringe and needle which must be sterile
- d. How contamination occurs
- e. Disposable syringes and needles
- f. Tubex syringe
- g. Steps of procedure

Provide A/V On:

Handling a Sterile Syringe and Needle

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner prepare sterile syringe and needle for use

Clinical Application:

Have learner handle and prepare hypodermic syringes and needles for use in the clinical facility

INSTRUCTIONAL MATERIALS

Instructional Units:

LLS: Handling a Sterile Syringe and Needle

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

LLS: "Handling a Sterile Syringe and Needle"

Equipment:

- a. Sterile syringe and needle
- b. Tubex syringe
- c. 1 and 2 cc size cartridges

CLASSROOM HOURS

3

EVALUATION

10.03b (continued)

Given a variety of syringes, needles and cartridges, the learner will prepare a syringe and needle for use without contamination of the items.

TASK

- 10.03 Handling and preparing hypodermic syringes for use
10.03c Filling a hypodermic syringe from a vial and ampule

PERFORMANCE OBJECTIVE

Provided with a syringe, needle, vial ampule and other necessary supplies, fill a hypodermic syringe from a vial and ampule.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using the Physician's Desk Reference
- b. 10.03a Identifying and describing the equipment
- c. 10.03b Handling a sterile syringe and needle

Provide Information On:

- a. Terminology
- b. Differences in a vial and ampule
- c. Reasons for giving injections
- d. Medication order
- e. Steps of procedure

Provide A/V On:

Filling the Hypodermic Syringe

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice procedure with a variety of syringes and related supplies

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 7.1.C Filling the Hypodermic Syringe: Cautions and Precautions.

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

Hoffman "Filling the Hypodermic Syringe"

Equipment:

- a. Sterile syringe and needle
- b. Metal syringe and cartridge
- c. Multiple dose vial
- d. Ampule
- e. Alcohol swabs
- f. Medication order

CLASSROOM HOURS

3

EVALUATION

10.03c (continued)

Given a syringe, needle, vial, ampule and the necessary supplies, the learner will fill a hypodermic syringe. The syringe must be correctly filled without contamination.

TASK

- 10.04 Administering parenteral medications
10.04a Selecting sites and methods of injection

PERFORMANCE OBJECTIVE

Given a patient identify the correct site(s) and method of injection for a specified medication.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using the Physician's Desk Reference
- b. 10.03 Handling and preparing hypodermic syringes for use (3 units)

Provide Information On:

- a. Terminology
- b. Types of injections
- c. Abbreviations used
- d. Cross section of tissue layers
- e. Correct angles for injections
- f. Injection sites
- g. Methods of injection
- h. Steps of procedure

Provide A/Vs On:

Selecting Sites and Methods of Injection.

Laboratory Practice:

Have learner, working with a classmate, identify each site used for injections and mark each site with a pen. Instructor should check work.

Clinical Application:

Have learner select the correct sites and method of injection prior to each parenteral administration of medication

INSTRUCTIONAL MATERIALS

Instructional Units:

LLS Selecting Sites and Methods of Injection

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

LLS "Selecting Sites and Methods of Injection"

Equipment:

Pen

CLASSROOM HOURS

3

EVALUATION

10.04a (continued)

Provided with a patient and a specific medication, the learner will identify the correct site(s) and method of injection for the specified medication.

TASK

- 10.04 Administering parenteral medications
10.04b Administering subcutaneous injections

PERFORMANCE OBJECTIVE

Provided a patient, physician's order and the necessary equipment and supplies, administer a subcutaneous injection.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using the Physician's Desk Reference
- b. 10.03 Handling and preparing hypodermic syringes for use (3 units)
- c. 10.04a Selecting sites and methods of injection

Provide Information On:

- a. Preparation of the patient
- b. Preparation of the medication
- c. How to aspirate
- d. Reasons for aspirating
- e. Steps of procedure

INSTRUCTIONAL MATERIALS

Instructional Units:

- a. Hoffman 7.1.4.2 Technique of hypodermic injections: Subcutaneous
- b. LLS Administration of a subcutaneous injection.

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

Provide A/V On:

Administration of a Subcutaneous Injection

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice giving a subcutaneous injection using a grapefruit. Give a subcutaneous injection to a partner.

Clinical Application:

Have learner administer a subcutaneous injection.

A/Vs:

- a. Hoffman, "The Technique of Hypodermic Injections"
- b. LLS, "Administration of a Subcutaneous Injection"

Equipment:

- a. Sterile needle and syringe
- b. Medication order
- c. Alcohol swabs
- d. Cotton balls
- e. Pen
- f. Sterile sodium chloride

CLASSROOM HOURS

4

EVALUATION

10.04b (continued)

Given a patient, physician's orders, and the necessary equipment and supplies, the learner will, administer a subcutaneous injection. Proper site must be prepared; appropriate needle and specified medication must be selected; injection must be accomplished with one attempt.

TASK

- 10.04 Administering parenteral medications
10.04c Administering intramuscular injections

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment and supplies, administer an intramuscular injection.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using Physician's Desk Reference
- b. 10.03 Handling and preparing hypodermic syringes for use (3 units)
- c. 10.04a Selecting sites and methods of injections

Provide Information On:

- a. Preparation of the patient
- b. Preparation of the medication
- c. Precautions
- d. Steps of procedure

Provide A/V On:

Administration of an Intramuscular Injection

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice giving an I.M. injection using a grapefruit. Give an I.M. injection to yourself and to a partner

Clinical Application:

Have learner administer an I.M. injection

INSTRUCTIONAL MATERIALS

Instructional Units:

- a. Hoffman, 7.1.5.1 Technique for intramuscular injections
- b. Hoffman, 7.1.5.2 Comparison of intramuscular injection methods
- c. LLS, Administration of an intramuscular injection

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

- a. Hoffman, "Techniques for Intramuscular Injection"
- b. LLS "Administration of an Intramuscular Injection"

(continued on next page)

CLASSROOM HOURS

4

EVALUATION

10.04c (continued)

Given a patient, physician's orders, and the necessary equipment and supplies, the learner will administer an intramuscular injection. Proper site must be prepared; appropriate needle and specified medication must be selected; injection must be accomplished with one attempt.

INSTRUCTIONAL MATERIALS (continued)**Equipment:**

- a. Sterile syringe and needle
- b. Medication order
- c. Alcohol swabs
- d. Cotton balls
- e. Pen
- f. Sterile sodium chloride

TASK

- 10.04 Administering parenteral medication
10.04d Administering intradermal injections

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment and supplies, administer an intradermal injection.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using Physician's Desk Reference
- b. 10.03 Handling and preparing hypodermic syringes for use (3 units)
- c. 10.04a Selecting sites and method of injection

Provide Information On:

- a. Preparation of the patient
- b. Preparation of the medication
- c. Precautions
- d. Steps of procedure

Provide A/V On:

The Technique of Hypodermic Injections

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice giving an intradermal injection using a grapefruit. Give an intradermal injection to a partner.

Clinical Application:

Have learner administer an intradermal injection

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 7.1.4.1 Technique of hypodermic injections; intradermal

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Skelley

A/Vs:

Hoffman, "The Techniques of Hypodermic Injections"

Equipment:

- a. Sterile syringe and needle
- b. Medication order
- c. Alcohol swabs
- d. Cotton balls
- e. Pen
- f. Sterile sodium chloride

CLASSROOM HOURS

3

EVALUATION

10.04d (continued)

Given a patient, physician's orders and the necessary equipment and supplies, the learner will administer an intradermal injection. Proper site must be prepared; appropriate needle and specified medication must be selected; injection must be accomplished with one attempt.

TASK

10.05 Mixing two medications in one syringe

PERFORMANCE OBJECTIVE

Provided with a syringe, needle and the necessary equipment and supplies, mix two medication in one syringe.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 10.01 Using Physician's Desk Reference
- b. 10.03 Handling and preparing hypodermic syringes for use (3 units)
- c. 10.04a Selecting sites and methods of injections

- d. Mixing medication in one syringe from two ampules
- e. Mixing medication in one syringe from two vials
- f. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice procedure

Provide Information On:

- a. Which medication may be mixed
- b. Reasons for mixing
- c. Adding a medication to a syringe with pre-measured medication

Clinical Application:

Have learner mix two medications in one syringe

INSTRUCTIONAL MATERIALS

Instructional Units:

LLS. Mixing Two Medications in One Syringe

Equipment:

- a. Sterile syringe and needle
- b. Sterile needles
- c. Vial
- d. Ampule

- e. Tubex syringe
- f. Alcohol swabs
- g. Cotton balls
- h. Medication order
- i. Medications
- j. Pen

CLASSROOM HOURS

2

EVALUATION

10.05 (continued)

Given a syringe, needles, and physician's orders, the learner will select the specified medications and mix them in one syringe. The specified medications must be selected and mixed in the proper proportions.

TASK

11.01 Caring for and maintaining the electrocardiograph

PERFORMANCE OBJECTIVE

Provided with an electrocardiograph, identify and explain its working parts, and provide care and maintenance for the machine.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 4.02 Take pulse
- b. 4.03 Count respirations
- c. 4.05 Take blood pressure

Provide Information On:

- a. Terminology and anatomy
- b. Conduction system of the heart
- c. ECG cycle
- d. Use of the electrocardiograph
- e. Operation of the ECG machine
- f. Care and maintenance

Provide A/V On:

Introduction to the electrocardiograph

Demonstration of Tasks:

View film. Have instructor demonstrate the operation of the machine.

Laboratory Practice:

Have the learner practice the procedure and explain the use of the ECG, identify and explain its working parts and perform care and maintenance.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 9.3A Introduction to the electrocardiograph

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman "Introduction to the Electrocardiograph"

Equipment:

- a. Electrocardiograph
- b. Electrocardiograph paper

CLASSROOM HOURS

6

EVALUATION

11.01 (continued)

Given an electrocardiograph and the necessary supplies, the learner will identify and explain the use of the working parts and perform care and maintenance procedures. All parts must be identified, explained and properly serviced.

TASK

11.02 Running a 12-lead electrocardiograph

PERFORMANCE OBJECTIVE

Provided with a cardiograph, the necessary equipment and supplies, and a patient, prepare the patient and room, and run a 12-lead electrocardiograph to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

11.01 Caring for and maintaining the electrocardiograph

Provide Information On:

- a. Electrocardiograph paper
- b. Standardization
- c. Leads
- d. Artifacts
- e. Twelve "pictures" of the heart
- f. Preparation of patient, room
- g. Steps of procedure

Provide A/V On:

- a. Preparing patient for ECG
- b. The leads of the ECG
- c. Recording technique
- d. Artifacts

Demonstration of Tasks:

By instructor and view films

Laboratory Practice:

Practice procedure using a classmate as patient.

Clinical Application:

Have learner run a 12-lead electrocardiograph on a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

- Hoffman a. 9.3.B Preparing patient for ECG
b. 9.3.C The leads of the electrocardiograph
c. 9.3.D Recording technique for the electrocardiograph
d. 9.3.E Artifacts and the electrocardiograph

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

- Hoffman a. "Preparing Patient for ECG"
b. "The Leads of the ECG"
c. "Recording Technique"
d. "Artifacts"

(Continued on next page)

CLASSROOM HOURS

12

EVALUATION

11.02 (continued)

Given a patient, an electrocardiograph, and the necessary equipment and supplies, the learner will prepare the patient and room, and run a 12-lead electrocardiograph on a patient. The patient and room must be properly prepared and the leads must be properly run.

INSTRUCTIONAL MATERIALS (continued)**Equipment:**

- a. Electrocardiograph Unit
- b. Limb electrodes
- c. Chest electrodes
- d. Lectro pads or paste
- e. Anchor plate
- f. Alcohol
- g. Cotton swabs
- h. Gown for patient
- i. Pen

TASK

11.03 Mounting the electrocardiograph (ECG) readings

PERFORMANCE OBJECTIVE

Provided with an electrocardiograph reading, correctly mount the readings.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 11.01 Caring for and maintaining the electrocardiograph
- b. 11.02 Running a 12-lead electrocardiograph

Provide Information On:

- a. Correct procedure for mounting the bi-polar leads
- b. Correct procedure for mounting the uni-polar leads
- c. Correct procedure for mounting the chest leads
- d. Necessary patient information

- e. Types of mounting materials
- f. Precautions

Provide A/V On:

Mounting the ECG readings

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view film and practice procedure.

Clinical Application:

Have learner mount the ECG readings.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 9.3.F Mounting the ECG Readings

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/V:

Hoffman, "Mounting the ECG Readings"

Equipment:

- a. ECG recordings
- b. Mounting folder
- c. Mounting inserter
- d. Scale or ruler
- e. Clean flat surface to work on

CLASSROOM HOURS

4

EVALUATION

11.03 (continued)

Given an ECG reading and the necessary supplies, the learner will mount the readings. The mounting must remain intact when handled and the mounting must be identified as to the patient's name, number, and date.

TASK

12.01 Performing physical therapy with an ultrasound unit

PERFORMANCE OBJECTIVE

Provided with a patient, an ultrasonic generator, and a doctor's instructions for treatment, administer the ultrasonic treatment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- q. Terminology
- b. Types of physical therapy (water, heat, light, electricity, and mechanical forces)
- c. Purposes
- d. Precautions
- e. Ultrasound unit, functions and operation
- f. Preparation of the patient
- g. Preparation of the room
- h. Physician's orders
- i. Safety measures
- j. Steps of procedure

Provide A/V On:

- a. Types of physical therapy
- b. Ultrasound
- c. Techniques of the ultrasound unit

Demonstration of Tasks:

By instructor and have learner observe in the physical therapy department at the hospital.

Laboratory Practice:

Have learner view film and practice procedure with a classmate.

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman

- a. 9.2.A Types of physical therapy
- b. 9.2.B Introduction to the ultrasound unit
- c. 9.2.C Clinical application technique of the ultrasound unit

A/Vs:

Hoffman

- a. "Types of Physical Therapy"
- b. Introduction to the Ultrasound
- c. "Clinical Application Technique of the Ultrasound Unit"

(continued on next page)

Textbooks:

Frederick and Kinn

CLASSROOM HOURS

12

EVALUATION 12.01 (continued)

Given a patient, an ultrasonic generator, and a doctor's instructions for treatment, the learner will administer the ultrasonic treatment. Site of treatment must be insulated; sound head must be moved constantly during treatment; treatment must be of specified time.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have learner perform the procedure on a patient in the clinical setting.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Ultrasound unit
- b. Alcohol
- c. Cotton
- d. Coupling gel
- e. Towels

TASK

12.02 Performing physical therapy with the ultrasound/stimulator unit and the short wave diathermy machine

PERFORMANCE OBJECTIVE

Provided with a patient, a doctor's instructions for treatment, and the necessary equipment and supplies, administer the treatment(s).

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 12.01 Performing physical therapy with an ultrasound unit

Provide Information On:

- a. Parts of the ultrasound/stimulator unit
- b. Function of the ultrasound/stimulator unit
- c. How and why used
- d. Parts of the diathermy machine
- e. Function of the diathermy machine
- f. Safety measures

Provide A/V On:

- a. Introduction to the ultrasound/stimulator unit
- b. Introduction to the diathermy machine

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view films, complete study guides, and observe in the Physical Therapy Department of the hospital.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman:

- a. 9.2.D Introduction to the ultrasound/stimulator unit
- b. 9.2.7.1 Introduction to the shortwave diathermy machine

Textbooks:

Frederick and Kinn

A/Vs:

Hoffman:

- a. "Introduction to the Ultrasound/Stimulator Unit"
- b. "Introduction to the Short Wave Diathermy Machine"

Equipment:

- a. Ultrasound/stimulator unit
- b. Short wave diathermy machine

CLASSROOM HOURS

4

EVALUATION

12.02 (continued)

Given a patient, a doctor's instructions for treatment, and the necessary equipment and supplies, the learner will administer the treatment(s). The patient, room and equipment must be properly prepared, and the treatment(s) must be of specified time.

TASK

12.03 Applying heat treatments

PERFORMANCE OBJECTIVE

Provided with a physician's order, a patient and the necessary supplies and equipment, apply the appropriate heat treatment.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

12.01 Types of physical therapy

Provide Information On:

- a. Terminology
- b. Moist and dry heat
- c. Effects of heat
- d. Purposes
- e. Precautions
- f. Hot water bag, heating pad, hot soak and hot compress
- g. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice the procedures using a classmate as the patient.

Clinical Application:

Have learner apply heat as ordered by the physician.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Hot water bag
- b. Protective covering
- c. Graduated pitcher for water
- d. Bath thermometer
- e. Heating pad and cover
- f. Soaking solution
- g. Basin
- h. Bath towels
- i. Wash cloths

CLASSROOM HOURS

2

EVALUATION

12.03 (continued)

Given physician's orders, a patient and the necessary supplies and equipment, the learner will apply a heat treatment as prescribed by the physician's orders, and all precautions must be observed.

TASK

12.04 Applying cold treatments

PERFORMANCE OBJECTIVE

Provided with a physician's order, a patient and the necessary supplies and equipment, apply the appropriate cold treatments.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

12.01 Types of physical therapy

Provide Information On:

- a. Terminology
- b. Moist and dry cold
- c. Effects of cold
- d. Purposes
- e. Precautions
- f. Ice bag, cold compress
- g. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice the procedures using a classmate as the patient.

Clinical Application:

Have learner apply cold as ordered by the physician.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Ice bag
- b. Protective covering
- c. Small pieces of ice
- d. Bath thermometer
- e. Washcloth
- f. Ice cubes
- g. Basin
- h. Water

CLASSROOM HOURS

2

EVALUATION

12.04 (continued)

Given physician's orders, a patient and the necessary supplies and equipment, the learner will apply a cold treatment as prescribed. The treatment must be applied as prescribed by the physician's orders and all precautions must be observed.

TASK

13.01 Producing radiographs

PERFORMANCE OBJECTIVE

Provided with a physician's order, a patient, and the necessary supplies and equipment, produce a radiograph.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Fundamentals of a good radiograph
- c. Function of X-rays in medicine
- d. Preparation of patient
- e. Precautions
- f. Function of contrast medium
- g. Processing an X-ray film
- h. Causes of unsatisfactory radiographs
- i. Safety measures
- j. Steps of procedure
- k. Special X-ray tests

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice positioning a patient for various radiographs, and practice the procedure if equipment is available.

Clinical Application:

Have learner perform the procedure for the production of a radiograph. Observe in the X-ray department of a hospital.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. X-ray machine
- b. Holder or cassette
- c. Film
- d. Shield
- e. Labeling device
- f. Darkroom
- g. Viewbox
- h. Film envelope

CLASSROOM HOURS

6

EVALUATION

13.01 (continued)

Given a physician's orders, a patient and the necessary equipment and supplies, the learner will make and process radiograph(s) as indicated by the physician's request. The patient must be correctly positioned, radiation protection must be provided for self and patient, the equipment must be operated quietly and correctly and the processed radiograph must clearly show the correct anatomical part.

TASK

14.01 Carrying an infant

PERFORMANCE OBJECTIVE

Provided with an infant, carry the infant using the three basic positions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Well child visit
- c. Sick child visit
- d. Understanding the child
- e. Special techniques used to relate to children
- f. Safety measures
- g. Cradle position
- h. Upright position
- i. Football position
- j. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Using a baby mannequin practice carrying an infant in the three basic positions.

Clinical Application:

Have learner carry an infant.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

Baby mannequin

CLASSROOM HOURS

6

EVALUATION

14.01 (continued)

Given an infant or baby mannequin, the learner will carry the infant or baby mannequin using the three basic positions. All three positions must be clearly demonstrated.

TASK

14.02 Measuring the length and weight of an infant

PERFORMANCE OBJECTIVE

Provided with an infant and the necessary equipment, measure the length and weight of the infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

14.01 Carrying an infant

Provide Information On:

- a. Growth patterns
- b. Head circumference
- c. How to operate pediatric scales
- d. How to read scales
- e. How to measure length
- f. Safety measures
- g. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Using a baby mannequin, measure the length and weight.

Clinical Application:

Have learner measure the length and weight of an infant.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Pediatric scales
- b. Baby mannequin
- c. Diaper
- d. Measuring tape
- e. Graphic sheet
- f. Pen

CLASSROOM HOURS

6

EVALUATION

14.02 (continued)

Given an infant and the necessary equipment the learner will measure the length and weight of the infant. The infant's safety must be assured throughout the procedure and his/her exact weight and length determined.

TASK

14.03 Giving an intramuscular injection to a child

PERFORMANCE OBJECTIVE

Provided with a physician's order, a patient and the necessary equipment, administer an intramuscular injection to a child.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

10.00 Medications

Provide Information On:

- a. Child psychology
- b. Preparation of patient
- c. How to restrain a child
- d. Length and gauge of needle used
- e. Pediatric injection sites
- f. Precautions
- g. Safety measures
- h. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice the procedure using a baby mannequin

Clinical Application:

Have learner give an intramuscular injection to a child

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Sterile syringe and needle
- b. Medication order
- c. Alcohol swabs
- d. Cotton balls
- e. Pen

CLASSROOM HOURS

6

EVALUATION

14.03 (continued)

Given a physician's order and a patient, the learner will administer an intramuscular injection to a child. Proper site must be prepared; appropriate needle and specified medication must be selected; injection must be accomplished with one attempt.

TASK

14.04 Collecting a pediatric urine specimen

PERFORMANCE OBJECTIVE

Provided with a pediatric patient and the necessary equipment and supplies, collect a urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

14.01 Carrying an infant

Provide Information On:

- a. Preparation of the patient
- b. Type of container to use
- c. Precautions
- d. Steps of procedure for male
- e. Steps of procedure for female

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice the procedure using a baby mannequin.

Clinical Application:

Have learner collect a pediatric urine specimen

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Baby mannequin
- b. Pediatric urine collector
- c. Soap solution
- d. Cotton balls
- e. Water

CLASSROOM HOURS

4

EVALUATION

14.04 (continued)

Given a pediatric patient and the necessary equipment and supplies, the learner will collect a urine specimen. The specimen must be collected in a clean container, labeled with donor's name, date and type of specimen.

TASK

14.05 Assisting with a proctoscopy and sigmoidoscopy

PERFORMANCE OBJECTIVE

Provided with a patient, a proctoscope, a sigmoidoscope, and access to other necessary equipment and supplies, assist with a proctoscopy and sigmoidoscopy.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology and anatomy
- b. Reasons for performing procedure
- c. Preparation of the patient
- d. Precautions
- e. How to use equipment
- f. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Pick up performance checklist.
Using a mannequin, practice procedure.

Clinical Application:

Have learner assist with a proctoscopy and sigmoidoscopy.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

Equipment:

- a. Glove
- b. Proctoscope
- c. Sigmoidoscope
- d. Lubricant
- e. Drape
- f. Tissue wipes
- g. Long cotton tipped swabs
- h. Suction equipment
- i. Container of water
- j. Specimen container

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CLASSROOM HOURS

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EVALUATION

14.05 (continued)

Given a patient, a proctoscope, a sigmoidoscope and access to other necessary equipment and supplies, the learner will assist the doctor with a proctoscopy and sigmoidoscopy. The necessary equipment must be assembled and prepared, the patient must be prepared, and assistance must be provided the physician as required during the examination

TASK

15.01 Preparing a crash tray

PERFORMANCE OBJECTIVE

Provided with access to the necessary equipment and supplies, prepare a crash tray.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Definition of First Aid
- b. Lay
- c. Proper training
- d. Limitations
- e. How to accident-proof the office
- f. Local emergency services
- g. Crash tray
- h. General rules to follow

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have the learner make a list of the emergency services and phone numbers in your area and set up a crash tray.

Clinical Application:

Have learner identify local emergency services and prepare a crash tray.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. First Aid Text

Equipment:

- a. Telephone book
- b. Paper-pen
- c. Emergency medications
- d. Sterile dressings
- e. Tourniquet (not often recommended)
- f. Sterile syringes and needles
- g. Adhesive tape
- h. Airways
- i. Instant hot and cold packs

CLASSROOM HOURS

2

EVALUATION

15.01 (continued)

Given access to the necessary equipment and supplies, the learner will prepare a crash tray. All required items must be included on the tray. The items must be sterile and current.

TASK

15.02 Administering first aid

PERFORMANCE OBJECTIVE

Provided with a patient, administer first aid.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Introduction to First Aid
- b. Wounds and control of bleeding
- c. Specific injuries
- d. Shock
- e. Respiratory emergencies
- f. Swallowed objects and choking
- g. Poisoning
- h. Drugs and their abuse
- i. Burns
- j. Frostbite and cold exposure
- k. Heat stroke, cramps, and exhaustion

- l. Sudden illness
- m. Dressings and bandages
- n. Bone and joint injuries
- o. Emergency rescue

Provide A/V On:

First Aid

Demonstration of Tasks:

By instructor

Laboratory Practice

Have learner practice the procedures using a classmate as the patient.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. American Red Cross, Standard First Aid and Personal Safety
- b. American Red Cross, Multimedia Student Workbook

A/Vs:

American Red Cross, "Multi-Media Standard First Aid"

Equipment:

Provided by certified instructor of First Aid

CLASSROOM HOURS

8

EVALUATION

15.02 (continued)

Given a simulated patient with a specified problem the learner will administer the proper first aid treatment. The correct procedures must be followed for the specified problem.

TASK

15.03 Performing cardiopulmonary resuscitation

PERFORMANCE OBJECTIVE

Provided with a patient simulating cardiac arrest and an assistant, perform external cardiac compressions and artificial ventilation on an adult using single rescuer and two rescuers method.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology and anatomy
- b. Heart health
- c. Physiology of sudden death
- d. Causes of sudden death
- e. Signs of sudden death
- f. Purpose of CPR
- g. ABC's of CPR
- h. Precautions
- i. Steps of procedure

Provide A/V On:

Cardiopulmonary resuscitation

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner working with a partner, locate the carotid pulse and sternum

Clinical Application:

Have learner practice cardiopulmonary resuscitation using resus mannikin

INSTRUCTIONAL MATERIALS

Textbooks:

- a. American Heart Association Materials
- b. Georgia Heart Association Written Examination

A/Vs:

Pyramid Films, "New Pulse of Life"

Equipment:

- a. Resus mannikin
- b. Blanket
- c. Disinfectant solution
- d. Gauze squares

CLASSROOM HOURS

10

EVALUATION

15.03 (continued)

Given a situation simulating a patient with cardiac arrest and an assistant, the learner will perform external cardiac compressions and artificial ventilation on an adult using single rescuer and two rescuers methods. Patient must be correctly positioned. Hands must be correctly positioned and the compression ventilation ratio must be 15:2 for single rescuer and 5:1 for two rescuers.

TASK

16.01 Caring for the compound microscope

PERFORMANCE OBJECTIVE

Provided with a compound microscope, identify the major optical and mechanical features of the microscope and properly care for and use the microscope.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. Difference between monocular and binocular microscope
- c. Major optical and mechanical features
- d. How to properly care for and use
- e. The role it plays in the laboratory
- f. Steps of procedure

Provide A/V On:

The Microscope

Demonstration of Tasks:

By instructor

Laboratory Practice:

View film. Pick up performance checklist and identify basic parts of a microscope.

Clinical Application:

Have learner properly care for and use a microscope.

INSTRUCTIONAL MATERIALS

Hoffman 8.1.B Introduction to the Microscope

Textbooks:

- a. Seiverd
- b. American Optical Corporation, Reference Manual

A/Vs:

Hoffman, "Introduction to the Microscope"

Equipment:

- a. Microscope
- b. Lens paper

CLASSROOM HOURS

4

EVALUATION

16.01 (continued)

Given a compound microscope and the necessary supplies, the learner will identify the major optical and mechanical features, properly care for and use the microscope. All major optical and mechanical features must be identical and proper care must be demonstrated.

TASK

16.02 Collecting, labeling and handling urine specimens

PERFORMANCE OBJECTIVE

Provided with a patient, physician's orders and the necessary supplies and equipment, collect a urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

16.01 The compound microscope

Provide Information On:

- a. Terminology and anatomy
- b. Principal constituents of urine
- c. Importance of urine
- d. Relationship of change in urine composition with disease
- e. Tests applied to urine
- f. Appearance of urine
- g. Accuracy and care in collection, labeling, and handling of specimens

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Ames

A/Vs:

Brady, "The Urinary System"

h. Urine volume

i. Urine collection for culture

Provide A/V On:

The Urinary System

Demonstration of Tasks:

By instructor

Laboratory Practices:

Have learner view film and practice urine collection labeling and handling procedures.

Clinical Application:

Have learner collect, label and handle urine specimens.

Equipment:

- a. Specimen container
- b. Pen
- c. Labels

CLASSROOM HOURS

4

EVALUATION

16.02 (continued)

Given a patient, physician's orders and the necessary supplies and equipment the learner will collect a urine specimen. The specimen must be collected in a clean container, labeled with patient's name, date and type of specimen, and must be at least 5 cc in volume.

TASK

16.03 Performing a physical examination of urine

PERFORMANCE OBJECTIVE

Provided with the necessary supplies and equipment, collect a urine specimen and perform a physical examination on the specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 16.01 Caring for the compound microscope
- 16.02 Collecting, labeling, and handling urine specimens

Provide Information On:

- a. Terminology
- b. Clean catch midstream specimen
- c. First morning specimen preferred
- d. Changes in urine upon standing for more than one hour
- e. Causes of unusual color

- f. Tests included in the physical examination
- g. Steps of procedure

Provide A/V On:

Urinalysis

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner view film and practice the procedure.

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman - 8.2.A Basic Physical and Chemical Analysis

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Ames

A/Vs:

Hoffman, "Physical and Chemical Urinalysis"

Equipment:

- a. Urine specimen
- b. Urinometer and cylinder
- c. Distilled water
- d. Ph paper
- e. Laboratory slip
- f. Pen

CLASSROOM HOURS

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EVALUATION

16.03 (continued)

Given the necessary supplies and equipment the learner will collect a urine specimen, perform a physical examination of the specimen, and record the color, gross appearance and odor of the specimen. The results must correspond with the instructor's results.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have learner collect a urine specimen and perform a physical examination on the specimen.

TASK

16.04 Performing routine biochemical urine tests

PERFORMANCE OBJECTIVE

Provided with a urine specimen and the necessary supplies and equipment, perform routine biochemical urine tests; pH protein, sugar, ketones, bilirubine, and occult blood.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 16.02 Collecting, labeling and handling urine specimens
- 16.03 Performing a physical examination of urine

Provide Information On:

- a. Terminology
- b. Kinds of tests
- c. Reasons for tests
- d. Importance of each test as relating to disease
- e. Time sequence for each test
- f. Precautions
- g. Storage and handling
- h. Steps of procedures
- i. Limitations of procedures

Provide A/V On:

Urinalysis

Laboratory Practice:

Have learner view film and practice the procedures for the various tests.

Clinical Application:

Have learner perform the tests on a patient's urine specimen.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 8.2.A Basic Physical and Chemical Urinalysis

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Ames
- d. Instructions for various brands of test kits

Equipment:

- a. Glass test tube
- b. Medicine dropper
- c. Water
- d. Laboratory slip
- e. Various brands and types of test kits commonly used for the listed tests.

CLASSROOM HOURS

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EVALUATION

16.04 (continued)

Given a urine specimen and the necessary supplies and equipment the learner will perform routine biochemical tests: pH, protein, sugar, ketones, bilirubin, and occult blood. The test procedure must correspond to the manufacturer's directions and the test results must correspond to those of the instructor.

TASK

16.05 Performing a microscopic urinalysis

PERFORMANCE OBJECTIVE

Provided with the necessary supplies and equipment, perform a microscopic urinalysis.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 16.01 The compound microscope
- 16.02 Collecting, labeling, and handling urine specimens
- 16.03 Performing a physical examination of urine

Provide Information On:

- a. Terminology
- b. Urine sediment - how to prepare
- c. Recognition of bacteriuria
- d. Recognition of cast in urine

- e. Recognition of formed elements
- f. Recognition of crystals
- g. Precautions
- h. Steps of procedure
- i. Proper use of centrifuge

Provide A/V On:

- a. Microscopic urinalysis
- b. Urinalysis slides

Demonstration of Tasks:

By instructor

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 8.2.B Microscopic Urinalysis

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Lippman
- d. Rocom Reference Series

A/Vs:

- a. Hoffman "Microscopic Urinalysis"
- b. Rocom, "Urine Under the Microscope"

Equipment:

- a. Microscope
- b. Urine specimen
- c. Centrifuge
- d. Centrifuge tube
- e. Cover slip
- f. Slides
- g. Laboratory slip

CLASSROOM HOURS

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EVALUATION

16.05 (continued)

Given the necessary supplies and equipment the learner will perform a microscopic urinalysis. The report must differentiate the types of sediment observed and the estimated amount. The report must correspond to the report obtained by the instructor.

INSTRUCTIONAL ACTIVITIES (continued)

Laboratory Practice:

Have learner view film and practice preparation and application of sediment to slides. View slides - identify basic crystals, casts, and formed elements.

Clinical Application:

Have learner perform a microscopic urinalysis.

TASK

16.06 Performing a urine pregnancy test

PERFORMANCE OBJECTIVE

Provided with a urine specimen, a pregnancy test kit, and the manufacturer's instructions, perform a pregnancy test on the specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 16.02 Collecting, labeling, and handling urine specimens
- 16.03 Performing a physical examination of urine

Provide Information On:

- a. Terminology
- b. Types of pregnancy tests
- c. Precautions
- d. Test principle
- e. Storage and handling
- f. Interfering substances
- g. Steps of procedure
- h. Interpretation of test

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice procedure.

Clinical Application:

Have learner perform a urine test for pregnancy.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn

Equipment:

- a. Urine specimen
- b. Pregnancy test kits from various manufacturers

EVALUATION

16.06 (continued)

Given a urine specimen, a pregnancy test kit, and the manufacturer's instructions, the learner will perform a pregnancy test on the specimen. Manufacturer's instructions must be followed precisely and the test result of pregnancy presence or nonpresence must correspond to the test result previously obtained by the instructor.

TASK

- 17.01 Performing venipunctures (includes introduction to hematology)

PERFORMANCE OBJECTIVE

Provided with a patient and the necessary supplies and equipment, perform a venipuncture.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology and anatomy
- b. Characteristics of blood
- c. Value of lab tests
- d. Complete blood cell count
- e. Normal range for each test
- f. Substances that may interfere with the test
- g. Basic equipment used
- h. Two sources of blood for testing (capillary, venous)
- i. Serum and plasma
- j. Methods of venipuncture
- k. Preparation of patient
- l. Location of veins

- m. Types of veins (rolling, deep, shallow)
- n. Precautions
- o. Steps of procedure

Provide A/V On:

- a. Introduction to the blood
- b. Introduction to hematology
- c. Basic equipment
- d. Venipuncture

Demonstration of Tasks:

By instructor.

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman

- a. 8.3.A Introduction to hematology
- b. 8.1.A Basic equipment of the clinical laboratory

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

A/Vs:

- a. Trainex, "An Introduction to the Blood PC-296"
- b. Hoffman, "Introduction to Hematology"
- c. Hoffman, "Basic Equipment of the Clinical Laboratory"

(continued on next page)

CLASSROOM HOURS

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EVALUATION

17.01 (continued)

Given a patient and the necessary supplies and equipment, the learner will perform a venipuncture. The appropriate site must be prepared, entry must be secured within two attempts, and the required amount of blood must be drawn.

INSTRUCTIONAL ACTIVITIES (continued)

Laboratory Practice:

Have learner view film, examine basic equipment and practice procedure using a training arm.

Clinical Application:

Have learner perform venipuncture procedure on a patient.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Microscope
- b. Centrifuge
- c. Cylinders
- d. Test tubes
- e. Pipette
- f. Solutions
- g. Training arm
- h. Tourniquet
- i. Alcohol rub
- j. Sterile syringe or vacuum tube, needle
- k. Sterile cotton balls
- l. Collection tubes
- m. Adhesive bandage
- n. Laboratory slip
- o. Pen

TASK

17.02 Preparing blood specimens

PERFORMANCE OBJECTIVE

Provided with blood specimens and the necessary supplies and equipment, prepare blood specimens needed for laboratory tests.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

17.01 Performing venipunctures

Provide Information On:

- a. Diluted blood
- b. Blood smear
- c. Anti-coagulated blood
- d. Blood plasma
- e. Blood serum
- f. Cell suspension
- g. Reasons for various preparations
- h. How to prepare each blood specimen
- i. Steps of procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Pick up performance checklist and practice procedure.

Clinical Application:

Have learner prepare blood specimens for testing.

INSTRUCTIONAL MATERIALS

Textbooks:

Seiverd

Equipment:

- a. Blood specimen
- b. Pipette
- c. Glass slide
- d. Staining materials
- e. Test tube with anti-coagulant
- f. Test tubes

CLASSROOM HOURS

4

EVALUATION

17.02 (continued)

Given blood specimens and the necessary supplies and equipment the learner will prepare the specimens for the following tests:

- | | |
|----------------------------|-----------------|
| a. WBC | f. Blood typing |
| b. RBC | g. BUN |
| c. Hemoglobin | h. Glucose |
| d. Hematocrit | i. Cholesterol |
| e. Differential cell count | |

Each prepared specimen must meet criteria established by the instructor.

TASK

17.03 Perform white blood cell (WBC) count

PERFORMANCE OBJECTIVE

Provided with a blood specimen and the necessary supplies and equipment, perform a microscopic WBC count.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 16.01 Using and maintaining the compound microscope
- b. 17.01 Performing venipunctures
- c. 17.02 Preparing blood specimens

Provide Information On:

- a. Terminology and anatomy
- b. Characteristics of a white blood cell
- c. Types of white blood cells
- d. Normal values
- e. Significance of white blood cell count

- f. Microscopic method
- g. Tips for good pipetting
- h. Steps of procedure.

Provide A/V On:

- a. WBC, Defenders Against Infection
- b. The WBC Count

Demonstration of Tasks:

By instructor

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman, 8.3.D The White Blood Cell Count

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

A/V's:

- a. Trainex, "White Blood Cell - Defenders Against Infection-PC-297"
- b. Hoffman, "The White Blood Cell Count"

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EVALUATION

17.03 (continued)

Given a blood specimen and the necessary supplies and equipment, the learner will perform a WBC count. There should be no more than a 10 cell variation between the 4 squares on 1 chamber and the number of cells in each of the 8 squares should not differ from each other by more than 15 cells. Duplicates must agree within 10% of each other and with the instructor's results.

INSTRUCTIONAL ACTIVITIES (continued)

Laboratory Practice:

Have learner view films, practice pipetting, diluting blood, charging the hemocytometer, counting the cells, making the calculations and washing pipettes.

Clinical Application:

Have learner perform a microscopic white blood cell count.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Hemocytometer
- b. Cover slip
- c. Blood sample
- d. White pipettes
- e. Microscope
- f. Slides
- g. Rubber tubing with mouthpiece
- h. Alcohol
- i. 0.1 normal HCL or 2% acetic acid
- j. WBC counter
- k. Mechanical shaker
- l. Pipette washing device
- m. Cotton balls
- n. Laboratory slip

TASK

17.04 Performing a red blood cell (RBC) count

PERFORMANCE OBJECTIVE

Provided with a blood specimen and the necessary equipment and supplies, perform a microscopic red blood cell count.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 16.01 Using and maintaining the compound microscope
- b. 17.01 Performing venipunctures
- c. 17.02 Preparing blood specimens
- d. 17.03 Performing white blood cell count

Provide Information On:

- a. Terminology
- b. Characteristics of a red blood cell
- c. Normal values
- d. Significance of count

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman, 8.3. C The red blood cell count

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

- e. Microscopic method
- f. Steps of procedure

Provide A/V On:

- a. The RBC count
- b. Antigenic properties of RBC cells
- c. Normal hemostasis

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view films and practice procedure.

(continued on next page)

A/Vs:

- a. Trainex, "Antigenic Properties of Red Blood Cells PC-298"
- b. Trainex, "Normal Hemostasis"
- c. Hoffman, "The Red Blood Cell Count"

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EVALUATION

17.04 (continued)

Given blood specimen, and the necessary supplies and equipment, perform a red blood cell count. There should be no more than a 25 cell variation between the five squares in one chamber. Duplicates must agree within 10% of each other and with the instructor's results.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have learner perform a microscopic red blood cell count.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Blood sample
- b. Hemocytometer
- c. Cover slip
- d. Pipettes
- e. Microscope
- f. Slides
- g. Rubber tubing with mouthpiece
- h. Alcohol
- i. Diluting fluid (Hayem's)
- j. Counter
- k. Mechanical shaker
- l. Pipet washing device
- m. Laboratory slip

TASK

17.05 Obtaining capillary blood from a finger puncture

PERFORMANCE OBJECTIVE

Provided with a patient, physician's orders, and the necessary supplies and equipment, obtain capillary blood from a finger puncture.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 17.01 Performing venipunctures
- b. 17.02 Preparing blood specimens

Provide Information On:

- a. Terminology
- b. Preparation of patient
- c. Preparation of equipment
- d. Precautions
- e. Steps of procedure

Provide A/V On:

Extracting blood

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view film and practice procedure working with a partner.

Clinical Application:

Have learner obtain capillary blood from a patient by finger puncture.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman, 8.3.B Extracting Blood

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

A/Vs:

Hoffman "Extracting Blood"

Equipment:

- a. Alcohol swab
- b. Sterile cotton balls
- c. Lancet
- d. Capillary tubes

EVALUATION

17.05 (continued)

Given a patient, physician's orders and the necessary equipment and supplies, the learner will obtain capillary blood from a finger puncture. The appropriate site must be properly prepared and an adequate specimen for the indicated test must be secured with a maximum of two punctures.

TASK

17.06 Performing a hemoglobin test

PERFORMANCE OBJECTIVE

Provided with blood specimen and the necessary supplies and equipment, determine the hemoglobin content.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 17.01 Performing venipunctures
- b. 17.02 Preparing blood specimens
- c. 17.05 Obtaining capillary blood from a finger puncture

Provide Information On:

- a. Terminology
- b. Formation of hemoglobin
- c. Composition of hemoglobin
- d. Function of hemoglobin
- e. Significance of hemoglobin
- f. Normal values

- g. Methods of determination
- h. Steps of procedure

Provide A/V On:

Hemoglobin determination

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view film, and practice procedure.

Clinical Application:

Have learner determine the hemoglobin content of a patient's blood.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman, 8.3.I Hemoglobin Determination

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

A/Vs:

Hoffman, "Hemoglobin Determination"

Equipment:

Varies with the method used.

- a. Blood analyzer
- b. Diluting fluid
- c. Disposable pipet
- d. Laboratory slip
- e. Swipes
- f. Blood sample

EVALUATION

17.06 (continued)

Given a blood specimen and the necessary supplies and equipment, the learner will determine the hemoglobin content. The values obtained must be within 3% of the values previously obtained by the instructor.

TASK

17.07 Performing a hematocrit test

PERFORMANCE OBJECTIVE

Provided with a blood specimen and the necessary supplies and equipment, perform a hematocrit test.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 17.01 Performing a venipuncture
- b. 17.03 Preparing blood specimens
- c. 17.05 Obtaining capillary blood from a finger puncture

Provide Information On:

- a. Terminology
- b. Definition
- c. Normal readings
- d. Significance of test
- e. Methods of determination
- f. Steps of procedure

Provide A/V On:

The Hematocrit

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view film and practice procedure.

Clinical Application:

Have learner measure hematocrit for a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman, 8.3.H The hematocrit

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

A/Vs:

Hoffman, "The Hematocrit"

Equipment:

Varies with the method used.

- a. Micro-hematocrit
- b. Clay for sealing
- c. Capillary tubes
- d. Laboratory slip
- e. Blood sample

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EVALUATION

17.07 (continued)

Given a blood specimen and the necessary supplies and equipment the learner will perform a hematocrit test. Each hematocrit must be within $\pm 1\%$ of that obtained by the instructor.

TASK

17.08 Performing a differential cell count

PERFORMANCE OBJECTIVE

Provided with a blood specimen and the necessary supplies and equipment, perform a differential cell count.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 17.01 Performing a venipuncture
- b. 17.02 Preparing blood specimens
- c. 17.03 Performing a white blood cell count

Provide Information On:

- a. Terminology
- b. Basic characteristics of a cell
- c. Categories of white blood cells
- d. Characteristics of stained leukocytes
- e. Staining process-making a blood smear

- f. Basic types of leukocytes
- g. How to identify each type
- h. Significance of the count
- i. Counting the cells
- j. Precautions
- k. Steps of the procedure

Provide A/V On:

- a. Basic types of leukocytes
- b. The differential count

Demonstration of Tasks:

By instructor

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman

- a. 8.3.E The identification of the five basic types of leukocytes
- b. 8.3.F The differential count

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

A/Vs:

Hoffman

- a. "The Identification of the Five Basic Types of Leukocytes"
- b. "The Differential Count"

(continued on next page)

EVALUATION

17.08 (continued)

Given a blood specimen and the necessary supplies and equipment the learner will perform a differential cell count. The differential count of each must be within 10% of the value obtained by the instructor. Any abnormalities of the red cells, platelets and white cells must be noted.

INSTRUCTIONAL ACTIVITIES (continued)

Laboratory Practice:

Have learner view film, identify the five basic types of leukocytes and practice the procedure.

Clinical Practice:

Have learner perform a differential count on a patient's blood.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Blood sample
- b. Slides
- c. Staining rack
- d. Wright's blood stain
- e. Distilled water
- f. Paper towels
- g. Medicine dropper
- h. Lead pencil
- i. Microscope
- j. Immersion oil
- k. Hand counter
- l. Laboratory slip

TASK

17.09 Performing blood typing and grouping

PERFORMANCE OBJECTIVE

Provided with a blood specimen and the necessary supplies and equipment, determine the blood type.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 17.02 Performing venipuncture
- b. 17.02 Preparing blood specimens

Provide Information On:

- a. Terminology
- b. Blood antigens
- c. Four main blood types
- d. Blood antibodies
- e. Rh blood group
- f. Antigen and antibody reactions
- g. Agglutination and blood typing
- h. Steps of procedure

Provide A/V On:

Blood typing

Laboratory Practice:

Have learner view film and perform blood typing working with partner.

Clinical Application:

Have learner type a patient's blood.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 8.3.G Blood typing

Textbooks:

Bonewit

A/Vs:

Hoffman, "Blood Typing"

Equipment:

- a. Blood specimen
- b. Wooden applicator sticks
- c. Two clean glass slides
- d. Colored wax pencil
- e. Rocker board
- f. Anti-A, Anti-B, and Anti-Rh blood grouping antisera

EVALUATION

17.09 (continued)

Given a blood specimen and the necessary supplies and equipment the learner will determine the blood type and group. The results must be identical to those obtained by the instructor.

TASK

17.10 Performing blood chemistries

PERFORMANCE OBJECTIVE

Provided with a blood specimen, physician's orders, and the necessary supplies and equipment, perform the following blood chemistry tests: blood urea nitrogen (BUN), glucose, and cholesterol.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 17.01 Performing a venipuncture
- b. 17.03 Preparing blood specimens

Provide Information On:

- a. Test requiring whole blood
- b. Test requiring clotted blood
- c. Blood urea nitrogen test
- d. Blood glucose test
- e. Cholesterol test
- f. Operation of blood analyzer
- g. Normal values
- h. Steps of procedures

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Bonewit
- c. Seiverd

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice procedure for each test.

Clinical Application:

Have learner perform blood chemistry tests on a patient's blood.

Equipment:

- a. Blood specimen
- b. Blood analyzer
- c. Test kits for BUN, glucose and cholesterol
- d. Laboratory slip

EVALUATION

17.10 (continued)

Given a blood specimen and the necessary supplies and equipment the learner will perform a blood urea nitrogen (BUN) test, a glucose test and a cholesterol test to the following standards:

- a. BUN- values for the control specimen must fall within ± 2 SD of the mean value
- b. Glucose- value must be within ± 2 SD of control value
- c. Cholesterol - values must be within ± 2 SD of control

TASK

18.01 Collecting and preparing specimens for shipping

PERFORMANCE OBJECTIVE

Provided with a physician's order and the necessary collection and mailing supplies, collect and prepare the specimens for shipping.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Terminology
- b. The normal flora
- c. Infection
- d. Microorganisms and disease
- e. Hazards to microbiological safety
- f. Sources of microorganisms
- g. Means of transfer
- h. Body and environment
- i. Controlling microorganisms
- j. Purpose
- k. Body areas used
- l. Precautions
- m. Care and handling

- n. Container and labeling
- o. Steps of procedure

Provide A/V On:

Microorganisms

Laboratory Practice:

Have learner view films, answer workbook questions and practice procedure.

Clinical Application:

Have learner collect and prepare specimens for shipping.

INSTRUCTIONAL MATERIALS

Instructional Units:

LLS Management of the Environment (workbook)

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

- LLS
- a. "Hazards to Microbiological Safety"
 - b. "Source of Microorganisms and means of transfer"
 - c. "Body and Environment"
 - d. "Controlling Microorganisms"

(continued on next page)

CLASSROOM HOURS

6

EVALUATION

18.01 (continued)

Given specimens and the necessary mailing supplies the learner will prepare the specimens for shipping. The preparation must conform to U.S. government regulations concerning shipment of diagnostic specimens and the directions supplies by the laboratory.

INSTRUCTIONAL MATERIAL (continued)

Equipment:

- a. Laboratory slip
- b. Sterile culture tube
- c. Sterile swab
- d. Watertight metal container
- e. Mailing container

TASK

18.02 Collecting a throat specimen

PERFORMANCE OBJECTIVE

Provided with a patient, physician's orders, and the necessary supplies and equipment, collect a throat specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

18.01 Collecting and preparing specimens for shipping

Provide Information On:

- a. Terminology
- b. Purpose
- c. Preparation of patient
- d. Precautions
- e. Steps of procedure

Provide A/V On:

Throat culture

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner view film and practice procedure using classmate as the patient.

Chemical Application:

Have learner take a specimen for a throat culture.

INSTRUCTIONAL MATERIALS

Instructional Units:

Hoffman 5.3 The Throat Culture, Study Guide

Textbooks:

- a. Frederick and Kinn
- b. Bonewit

A/Vs:

Hoffman, "The Throat Culture"

Equipment:

- a. Tongue blade
- b. Sterile cotton swab
- c. Sterile specimen container
- d. Laboratory slip

CLASSROOM HOURS

2

EVALUATION

18.02 (continued)

Given a patient, physician's orders and the necessary supplies and equipment the learner will collect a throat specimen. The swab must have touched only that area needed for the culture, must be placed in container and labeled with patient's name, type of specimen, and time and date specimen was taken.

TASK

19.01 Typing business letters

PERFORMANCE OBJECTIVE

Provided with a typewriter, stationery, carbon paper and a rough draft of a letter, type a business letter

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

Typing speed and accuracy

Provide Information On:

- a. Letter parts and location
- b. Letter styles
 1. AMS
 2. Full block
 3. Semi-block
 4. Formel display
- c. Margins and spacing
- d. Spacing and balance
- e. Using carbon paper
- f. Methods of correction
- g. Assembly of carbon pack
- h. Envelopes and postcards
- i. Interoffice communications
- j. Selection of supplies

Laboratory Practice:

Have the learner type several letters using a variety of formats and types of letters.

Clinical Practice:

Have the learner type business letters in a doctor's office

INSTRUCTIONAL MATERIALS

Textbooks:

Lessenberry, et al.

Equipment:

- a. Typewriter
- b. Correction supplies
- c. Carbon supplies

NOTE: If the students lack basic typing skills they should receive instruction in this area before typing business letters. Thirty additional hours have be allowed for this task to provide time for the students to develop speed and accuracy.

CLASSROOM HOURS

44

EVALUATION

(19.01) continued

Given a typewriter, stationary, carbon paper, a rough draft of a letter, and all other necessary supplies, type a business letter. When completed, the letter should be in good business form, neat, and without errors in spelling.

TASK

19.02 Typing statistical materials in form of tables

PERFORMANCE OBJECTIVE

Provided with statistical data and forms, type a ruled table.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Typing speed and accuracy

Provide Information On:

- a. Centering - Vertical and horizontal
- b. Table styles
 - (1) Open
 - (2) Ruled
 - (3) Boxed
- c. Usage of leaders
- d. Spacing before and after ruled lines
- e. Footnotes or source notation
- f. Typing invoices, purchase orders, bills of lading, bank deposit slips and checks

g. Typing statements of accounts

Laboratory Practice:

Have the learner prepare a variety of statistical reports

Clinical Application:

Have learner arrange display and type a drug report in specified form

INSTRUCTIONAL MATERIALS

Textbooks:

Lessenberry, et al

Equipment:

- a. Typewriter
- b. Correction supplies
- c. Paper and forms
- d. Carbon paper

CLASSROOM HOURS

10

EVALUATION

(19.02) continued

Given forms, narcotic inventory record and stock supply of controlled substances, the learner will prepare a narcotic report. When completed the report must show the exact amount of all narcotics purchased and dispensed during the reporting period and the exact amount on hand.

TASK

19.03 Typing medical manuscripts, reports and legal documents

PERFORMANCE OBJECTIVE

Provided with drafts and the necessary information, type or display the draft in acceptable manuscript form.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Speed and accuracy

Provide Information On:

- a. Manuscript forms
 - (1) Centered
 - (2) Unbound
 - (3) Bound
- b. Manuscript parts
- c. Spacing and margins
- d. Footnotes
- e. Outline
- f. Table of contents
- g. Bibliography
- h. Second page heading styles
 - (1) Plocked at left
 - (2) Spread
- i. Numbering of pages

- j. Methods of typing manuscripts
 - (1) Formula - specific rules
 - (2) Centering
- k. Usage of backing sheet, leader sheet and end-of-page element of typewriter
- l. Types of legal documents
 - (1) Bill of sale
 - (2) Last Will and Testament
 - (3) Endorsements
 - (4) Deposition
 - (5) Contract
 - (6) Patients' records
- m. Making corrections on legal documents

Laboratory Practice:

Have the learner prepare a variety of manuscripts, reports and legal documents

(Continued on next page)

INSTRUCTIONAL MATERIALS

Equipment:

- a. Typewriter
- b. Correction supplies
- c. Textbook and/or drafts
- d. Paper and other supplies

EVALUATION

(19.03) continued

Given drafts and the necessary information, the learner will type or display the draft in acceptable manuscript form. The completed manuscript must be without error and in the prescribed form.

(continued from front page)

INSTRUCTIONAL ACTIVITIES

Clinical Application:

Given draft of deposition, type in legal manuscript form for physician

TASK

20.01 Completing insurance claims, medicare forms and workmen's compensation forms.

PERFORMANCE OBJECTIVE

Provided with a patient, ledger card, medical history file and the necessary forms, complete the forms.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

- a. Typing
- b. Medical terminology
- c. Basic english

Provide Information On:

- a. Alignment and abbreviation
- b. Condensing information
- c. Insurance claim forms
- d. Workmen's compensation claim forms
- e. Medicare payment
- f. Uniform reporting requests
- g. Procedures

Provide A/V On:

Administrative procedures

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner practice completing a variety of forms using information provided by instructor.

Clinical Practice:

Have learner complete health insurance forms for a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Siegfried
- b. Frederick and Kinn
- c. Uniform Physicians Service Report Manual

Equipment:

- a. Typewriter
- b. Claim forms

A/Vs:

Hoffman "Medical Assistant (administrative procedures)"

CLASSROOM HOURS

20

EVALUATION

(20.01) continued

Given a patient, ledger card, medical history file and the necessary forms, the learner will complete the forms. All the required information must appear on the form without error.

TASK

21.01 Establishing and maintaining a records management system

PERFORMANCE OBJECTIVE

Provided with a records management systems and a corresponding supply catalog, make out a supply order for the system

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- | | |
|---|---|
| a. Definition of vocabulary related to records management in medical office | 4. Magnetic Tape |
| b. Companies offering record management supplies and equipment | 5. Electronic Computers (Drums and Disks) |
| c. Catalogue displaying supplies and equipment available to offices | 6. Computer-Output Microfilm (COM) |
| d. Electronic data processing and word processing methods of records management | 7. Punched Paper Tapes and Cards |
| 1. Key Word in Content (KWIC System) | e. Advantages and disadvantages of two systems currently used in medical office |
| 2. Microform | |
| 3. Microfiche | |

Laboratory Practice:

Have learner make out simulated supply order for specific equipment and system used in medical office

(Continued on back)

INSTRUCTIONAL MATERIALS

Textbooks:

- Johnson and Kallaus
- Frederick and Kinn

Equipment:

- Reference books on records management, word processing, and data processing
- Catalogues
- Filing manual

EVALUATION

(21.01) continued

Provided with a records management system and a corresponding supply catalogue, the learner will make an order for supplies and/or equipment. The supply and/or equipment order must correspond with the assigned system.

INSTRUCTIONAL ACTIVITIES (continued)

Demonstration of Tasks:

- a. By trained personnel from office supply companies and data processing department of school or company.
- b. Provide visits to companies displaying supplies, equipment and systems of records management

TASK

21.02 Filing letters, diagnostic reports, and progress notes in patient's records

PERFORMANCE OBJECTIVE

Provided with a group of letters, diagnostic reports, progress notes and the necessary supplies, file all the items in the patient's folders according to the established office procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

26.01 Establishing and maintaining a Records Management System

Provide Information On:

- | | |
|---|---|
| a. Rules for indexing and coding | e. Modification of numeric system by integrating soundex method |
| b. Methods of cross-referencing | f. Steps of inspecting, coding, indexing, cross-referencing, sorting and filing |
| c. Expansion and modification of system of using color coding | g. Tickler file and its adaption in filing |
| d. Expansion and modification of system by using terminal digit, middle digit, and skip numbering methods | |

(Continued on back)

INSTRUCTIONAL MATERIALS

Textbooks:

- Johnson and Kallaus
- Frederick and Kinn

A/Vs:

- Gregg, "Vol. I--Alphabetic Indexing (transparencies)"
- Western, "Alphabetical Filing and Student Lab Book (tapes)"

EVALUATION

(21.02) continued

Given a group of letters, diagnostic reports, progress notes and the necessary supplies the learner will file all the items in the patient's folders according to the established office procedure. Each item must be located in the proper patient's file and each filed in its place in the filing cabinet.

INSTRUCTIONAL ACTIVITIES (continued)

Demonstration of Tasks:

Instructor or peer who has mastered the task

Provide A/V On:

Coding and indexing by alphabetical method

Clinical Application:

Have learner file items in a medical office using the specific method of filing in the office.

Laboratory Practice:

Have learner practice filing procedures.

TASK

21.03 Maintaining control system for medical records

PERFORMANCE OBJECTIVE

Provided with the necessary documents and information, update patient's files and records.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 2.01 Maintaining records management systems
- b. 2.02 filing letters, diagnostic reports and progress notes in a patient's records

Provide Information On:

- a. Making established files current
 - 1. Problem-Oriented Medical Record (POMR Method)
 - 2. Symptoms, Objective, Assessment and Plan (SOAP Method for Progress Notes)

- b. Classification of records for retention and/or disposal
 - 1. Vital--Patients' records, drug reports, inventory, tax returns, and others
 - 2. Important--Patients' account cards, appointment book, credit histories, and others
 - 3. Useful--Letters, bank statements, business reports, and others
 - 4. Nonessential--Routine inquiries, simple acknowledgment, temporary extra copy pieces, and others

(Continued on back)

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Johnson and Kallaus
- b. Frederick and Kinn

Equipment:

- a. Folders and transfer sheets
- b. Paper cutter and/or shredder
- c. Waste can with plastic linings

EVALUATION

(21.03) continued

Given the necessary documents and information the learner will update patient's files and records. All inactive files and outdated materials must have been removed and placed in the inactive file, a record made of any files checked out, and the files must be neat and in order.

INSTRUCTIONAL ACTIVITIES (continued)

Provide Information On:

- c. Transferring and storing of inactive, essential records
- d. Statute of Limitation
- e. Destruction of inactive, nonessential records

Demonstration of Tasks:

- a. By instructor
- b. Field trips: (Visit one of the following)
 - 1. Visit hospital records department
 - 2. Visit health department records center
 - 3. Visit medical office

Clinical Application:

Have learner perform records control cycle in medical office or clinical setting.

TASK

22.01 Operating ten key and printing calculators

PERFORMANCE OBJECTIVE

Provided with several accounting problems and the necessary supplies and equipment perform the calculation processes of addition, subtraction, multiplication and division.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

Basic math

Provide Information On:

- a. Definition of basic math terms and processes
- b. Machine parts and operation
- c. Finger positions
- d. Machine manuals
- e. Touch method of operations
- f. Programming Ten-key machine to:
 1. Add
 2. Subtract
 3. Perform various multiplication functions

4. Perform various division functions

- g. Programming printing calculator to perform accounting functions

Provide A/V On:

Machine operation

Demonstration of Task:

Instructor demonstrates the use of the machines and functions

Laboratory Practice:

Have learner practice the various machine calculations related to accounting procedures

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Cornelia and Pasework
- b. Manuals for machines in use

A/Vs:

Dart Series: 1023, 1024, 1025, 1026, 1035, 1036, 1037

Equipment:

- a. Ten key calculator
- b. Printing calculator
- c. Clock or stop watch
- d. Practice materials

EVALUATION

22.01 (continued)

Given several accounting problems and the necessary supplies and equipment, the learner will perform the calculation process of addition, subtraction, multiplication and division. The problems must be calculated with 80% accuracy within the allotted time period.

TASK

23.01 Preparing balance sheets and income statements

PERFORMANCE OBJECTIVE

Provided with a list of items and their dollar amounts, classify, compute and record assets, liabilities and equity for a medical office.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

22.01 Operating ten key and printing calculators

Provide Information On:

- a. Accounting terminology
- b. Accounting forms and procedures
- c. Classification of source documents as:
 1. Assets
 2. Liabilities
 3. Owner's equity
- d. Types of ownership
 1. Proprietorship
 2. Partnership
 3. Corporation
- e. Accounting cycle

Demonstration of Task:

Instructor demonstrate the preparation of balance sheets and income statements

Laboratory Practice:

Have learner prepare several balance sheets and income statements

Clinical Application:

Have learner prepare balance sheets and income statements in a physician's office

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Calculator
- b. Pen, pencil, and ruler
- c. Forms

EVALUATION

23.01 (continued)

Given an unarranged list of items and their dollar amounts, the learner will classify and compute total assets, liabilities, and owner's equity for a medical office and record in form of balance sheet and income statement.

All sections of the balance sheet must be correctly entered, all computations must be free of error, and the total amount of assets and the total amount of liabilities and equity must balance on completion. The income statement must contain the correct headings and listings with no mathematical errors.

TASK

23.02 Recording data of financial records in journal and ledger

PERFORMANCE OBJECTIVE

Provided with source documents, a two-column journal and ledger accounts, record journal entries, post to ledger and make a trial balance.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

22.01 Operating ten key and printing calculators

Provide Information On:

- a. Accounting terminology
- b. Double entry bookkeeping
- c. Charts of accounts
- d. Journalizing process
- e. Posting process
- f. Computing account balances and pencil footings
- g. Trial balance
- h. Locating and correcting errors

Demonstration of Task:

Instructor demonstrate posting to ledger and making a trial balance

Laboratory Practice:

Have the learner practice recording data in journals and ledgers

Clinical Application:

Have the learner analyze source documents, record in journal, post to ledger and compute account balance by using the trial balance

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Calculator
- b. Pen, pencil and ruler
- c. Forms

EVALUATION

23.02 (continued)

Given source documents, a two-column journal and ledger accounts, the learner will record journal entries, post to ledger and run a trial balance. Accuracy must be proved by trial balance.

TASK

23.03 Closing the ledger for a fiscal period

PERFORMANCE OBJECTIVE

Provided with ledger accounts, identify the accounts, post to close account and transfer net income to capital account.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

22.01 Operating ten key and printing calculators

Provide Information On:

- a. Accounting terminology
- b. Identifying accounts appearing on postclosing trial balance and those that would be closed at end of fiscal period
- c. Balancing and ruling accounts appearing on postclosing trial balance
- d. Recording and posting closing entries of expense and reserve accounts

- e. Balancing and ruling accounts closed (expense and revenue)

Demonstration of Task:

By instructor

Laboratory Practice:

Have the learner practice closing a ledger

Clinical Application:

Have the learner balance and rule assets, liabilities and owner's equity accounts and close the expense and revenue accounts by making closing entries in the journal.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Pencil and pen
- b. Ruler
- c. Calculator
- d. Journal and ledger

EVALUATION

23.03 (continued)

Given ledger accounts, the learner will identify accounts that would be closed at the end of accounting period and those that would appear on post closing trial balance and make journal entries to close accounts and transfer net income to capital account and all accounts and balances must agree.

TASK

23.04 Preparing balance sheet, income, and post closing trial balance

PERFORMANCE OBJECTIVE

Provided with ledger accounts, prepare the income statement, balance sheet, and post-closing trial balance.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

22.01 Operating ten key and printing calculators

Provide Information On:

- a. Income statement form
- b. Balance sheet form
- c. Post-closing trial balance
- d. Interpretation of financial documents

Demonstration of Tasks:

Instructor demonstrate the preparation of income statement balance sheets and posting closing trial balances

Laboratory Practice:

Have the learner practice preparing income statements, balance sheets and posting closing trial balance

Clinical Application:

Have the learner make balance sheet, income statement and post closing trial balance in a physician's office

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Pencil and pen
- b. Ruler
- c. Forms

EVALUATION

23.04 (continued)

Given ledger accounts and the necessary equipment and supplies, the learner will prepare the income statement, balance sheet and post-closing trial balance. Accounts and balances on post-closing trial balance should agree with those on balance sheet.

TASK

- 23.05 Recording and processing checks, coins, and currency coming into and going out of medical office

PERFORMANCE OBJECTIVE

Provided with the necessary data, write checks, make deposits and determine new checkbook balance.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

- a. Basic math skills
- b. Machine operation skills

Provide Information On:

- a. Writing checks
- b. Completing checkbook stubs
- c. Computing checkbook balance
- d. Endorsements
- f. Bank deposit slips
- g. Banking terminology
- h. Federal Reserve
- i. Types of checks
- j. Bank services provided

Laboratory Practice:

Have the learner practice the procedure

Clinical Application:

Have the learner write a check, fill in checkbook stub, make a deposit and figure new checkbook balance in a physician's office

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Pen and pencil
- b. Typewriter
- c. Checkbook
- d. Deposit slips

EVALUATION

23.05 (continued)

Given the necessary data, the learner will write checks, make deposits and calculate checkbook balance. Each checkbook balance must agree with the instructor's balance.

TASK

23.06 Reconciling a bank statement

PERFORMANCE OBJECTIVE

Provided with a bank statement and the office checkbook, reconcile the statement.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 22.01 Operating a ten key
and printing calculator

Provide Information On:

- a. Banking terminology
- b. Reconciling bank statement
- c. Service charges
- d. Addition and subtraction to checkbook balance and bank statement balance
- e. Outstanding checks

Laboratory Practice:

Have the learner practice reconciling bank statements.

Clinical Application:

Have the learner reconcile a bank statement in a physician's office.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Calculator
- b. Pen and pencil
- c. Ruler
- d. Checkbook
- e. Bank statement

CLASSROOM HOURS

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EVALUATION

23.06 (continued)

Given a bank statement and the office checkbook, the learner will reconcile the statement. Upon completion, the checkbook balance should agree exactly with the reconciled bank statement.

TASK

23.07 Maintaining a petty cash fund

PERFORMANCE OBJECTIVE

Provided with a petty cash fund, vouchers, an expense book, and blank checks, maintain the petty cash fund for an assigned period of time.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 22.01 Operating the ten-key printing calculator
- b. 23.02 Recording data of financial records in journal and ledger

Provide Information On:

- a. Accounting terminology
- b. Identification of petty cash fund and the use in office
- c. Establishing petty cash fund
- d. Recording petty cash vouchers in petty cash book
- e. Replenishing petty cash fund

- f. Making hournal entry to replenish petty cash fund

Clinical Application:

Have the learner record petty cash vouchers in petty cash book, total, rule, and replenish fund by making journal entry.

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Freeman, et al

Equipment:

- a. Pencil and pen
- b. Ruler
- c. Petty cash book and vouchers
- d. Journal

CLASSROOM HOURS

2

EVALUATION

23.07 (continued)

Given a petty cash fund, vouchers, an expense book, and blank checks, the learner will maintain the petty cash fund for an assigned period of time. At the end of the assigned period all transactions must be recorded in the expense book, and the expense book must be balanced.

TASK

23.08 Recording payroll for the medical office

PERFORMANCE OBJECTIVE

Provided with payroll data, complete the payroll register and the employee's earnings records and record each transaction in the journal.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Operating the ten key and printing calculators

Provide Information On:

- a. Type of pay plan (hours worked, regular and overtime rates, and penalty for lateness)
- b. Computing hours
- c. Tax tables for income tax (federal and state) and FICA
- d. Payroll register
- e. Employee's earnings records
- f. Payroll terminology

- g. Recording payroll and payroll taxes in journal

Laboratory Practice:

Have the learner practice recording payroll data

Clinical Application:

Have the learner figure payroll for 1 week for a medical office and make journal entries

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Current tax manual
- b. Frederick and Kinn
- c. Freeman, et al

Equipment:

- a. Pen and pencil
- b. Ruler
- c. Tax tables
- d. Forms
- e. Calculator

CLASSROOM HOURS

4

EVALUATION

23.08 (continued)

Given payroll data and the necessary supplies and equipment the learner will complete the payroll register, the employee's earnings record and record each transaction in the journal. Random checks should reveal no error in transferring data from time cards to employee's earning records, no error in mathematical computations, and no error in payroll register or journal.

TASK

23.09 Completing quarterly returns for medical office

PERFORMANCE OBJECTIVE

Provided with payroll data, complete quarterly reports for the medical office.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Operating the ten key
and printing calculator

Provide Information On:

- a. Accounting terminology (payroll)
- b. Payroll reports and tax returns
 1. Employee's Withholding Exemption Certificate (Form W-4)
 2. Employer's Annual Federal Unemployment Tax Return (Form 940)
 3. Employer's Quarterly Federal Tax Return (Form 941)

4. Federal Tax Deposit (Form 501)
5. Reconciliation of Income Tax Withheld and Transmittal of Wage Statements (Form W-3)
6. State Unemployment Compensation Tax Return
7. Wage and Tax Statement (Form W-2)
- c. Recording transaction in journal

Laboratory Practice:

Have the learner practice completing the necessary forms

(continued on back)

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Current tax manuals
- b. Current tax forms provided employers
- c. Frederick and Kinn
- d. Freeman, et al

Equipment:

- a. Ruler
- b. Calculator
- c. Tax forms

EVALUATION

23.09 (continued)

Given payroll data the learner will complete quarterly reports.
The reports must agree with the payroll data.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Practice:

Have the learner complete tax forms and quarterly reports for
a medical office

TASK

23.10 Recording and posting daily transaction by using the pegboard method

PERFORMANCE OBJECTIVE

Provided with the original business documents of invoices, receipts, checks, etc., assemble the pegboard documents and record by using the one-step process.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- a. 22.01 Operating 10-key printing calculator
- b. 23.02 Recording data of financial records in journal and ledger

Provide Information On:

- a. Forms used on pegboard
- b. Assembly of forms
- c. Process of recording on patient's ledger, billing, writing a receipt, and recording on daily log or journal at the same time and making out the bank deposit slip
- d. Balancing the cash drawer

Demonstration of Task:

By instructor

Laboratory Practice:

Have the learner practice recording and posting using the pegboard method

Clinical Application:

Have the learner perform the one-step process by using the pegboard to write a receipt, to bill a patient, to post to patient's ledger and record in journal in a doctor's office

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

Equipment:

- a. Pegboard
- b. Pegboard forms - Journal, ledger, bank deposit slip, receipts and bills and carbon (if necessary)
- c. Calculator

EVALUATION

23.10 (continued)

Given data on one day's patients' visits, assemble necessary forms and record in journal, post to patient's records, issue a receipt or bill, and make out deposit slip using the one-step process of the pegboard. Correct simultaneous entries must be made on the first unused lines of journal sheet, ledger account sheet and statement of customer's account.

TASK

24.01 Composing letters

PERFORMANCE OBJECTIVE

Provided with the necessary information, compose letters involving delinquent accounts, physician's referral, lab results, inquiry or information.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Parts of speech
- b. Phrases
- c. Clauses
- d. Sentence structure
- e. Paragraphs
- f. Punctuation
- g. Attitude and conversational tone
- h. Psychology of written communication
- i. Five "C" in letter writing
 1. Concise
 2. Correct
 3. Complete
 4. Coherent
 5. Concrete
- j. Layout for:
 1. Informative letters

2. Letters that say no
3. Credit letters
4. Referral letters
5. Acknowledgement

- k. Word choice
- l. Choice of supplies

Provide A/V On:

Writing business letters

Laboratory Practice:

Have the learner practice composing several types of business letters

Clinical Application:

Have the learner compose letters in a physician's office

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Schachter, et al
- c. Dictionary

A/Vs:

Bergwall, "Writing Better Business Letters" (tape)

Equipment:

- a. Typewriter
- b. Stationery

Note: If the students lack basic skills in grammar, punctuation and sentence structure, they should receive instruction in these areas before composing letters. Ten additional hours have been allowed for this task to provide time for the students to develop speed and accuracy.

EVALUATION

24.01 (Continued)

Given the necessary information, the learner will compose letters involving delinquent accounts, physician's referrals, lab results, inquiry and information. Each letter must conform to the criteria established by the instructor.

TASK

25.01 Planning office activities

PERFORMANCE OBJECTIVE

Provided with a list of activities for a day, plan and organize the work for an 8 AM to 5 PM day.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

- a. Typing
- b. English and letter writing
- c. Filing
- d. Accounting
- e. Transcription

Provide Information On:

- a. Role as a receptionist
- b. Managing the telephone
- c. Scheduling appointments
- d. Processing mail
- e. Transcribing on patient's records
- f. Handling office correspondence
- g. Records management
- h. Keeping patients' records current

- i. Professional fees and credit arrangement
- j. Billing and collecting
- k. Balancing cash drawer
- l. Banking procedures
- m. Filing insurance
- n. Ordering supplies
- o. Usage and/or making office manual

Demonstration of Task:

By instructor

Laboratory Practice:

Have the learner practice arranging and organizing a typical day in a medical office

(continued on next page)

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

Equipment:

- a. Typewriter
- b. Pegboard
- c. Forms and stationary
- d. Medical records
- e. Telephone
- f. Desk and file

CLASSROOM HOURS

4

EVALUATION

25.01 (continued)

Given a list of daily activities, the learner will plan and organize the work for an 8 AM to 5 PM day. The work plan must adhere to criteria specified by the instructor.

(continued from front page)

INSTRUCTIONAL ACTIVITIES

Clinical Application:

Have the learner arrange and organize a day in a medical office

TASK

25.02 Placing and receiving telephone calls

PERFORMANCE OBJECTIVE

Provided with a telephone, incoming calls and calls to be placed, handle the calls.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- | | |
|--|-----------------------------------|
| a. Your telephone personality | 6. Wrong numbers |
| b. Telephone etiquette | 7. Conference calls |
| c. Telephone equipment and service | 8. Special equipment |
| d. Incoming calls | 9. Telegraph services |
| 1. Telephone messages | f. Available telephone assistance |
| 2. Transferring telephone calls | g. Answering service |
| 3. Telephone matrix--who, what, when, where, why | |
| 4. Classification: routine, emergency, troublesome | |
| e. Outgoing calls | |
| 1. Organization of telephone numbers | |
| 2. Preplanning the call | |
| 3. Placing the call | |
| 4. Calling etiquette | |
| 5. Long-distance calls | |

Laboratory Practice:

Have the learner handle an assortment of incoming and outgoing calls

Clinical Application:

Have the learner handle incoming and outgoing calls for a given day in a medical office

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Southern Bell materials

Equipment:

- a. Telephone or teletrainer by Southern Bell
- b. Pen and pencils
- c. Message pads

A/Vs:

Southern Bell,

- a. "How to Lose Your Best Customers Without Trying"
- b. "Thank You. Please Call Again."

CLASSROOM HOURS

4

EVALUATION

25.02 (continued)

Given a telephone, incoming calls and calls to be placed, the learner will handle the calls. All items on the checklist must be rated "acceptable".

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Had note pad, pen, and appointment book nearby		
2. Had telephone numbers to be called		
3. Dialed number		
4. Identified doctor's office and self		
5. Stated or obtained reason for call		
6. Call kept brief, concise, and to the point		
7. Recorded messages accurately		
8. Referred caller to doctor if necessary		
9. Spoke with pleasant tone and expression and with sufficient volume and speed		
10. Terminated call within five minutes		

TASK

25.03 Scheduling appointments

PERFORMANCE OBJECTIVE

Provided with an appointment book, schedule patient appointments.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Appointment book
- b. Allotment of time and time management--open office hours and scheduled appointments
- c. Guidelines for scheduling, rescheduling, and cancellation of appointments
- d. Adjustment of schedule to incorporate emergencies and delays
- e. Procedure for handling callers who do not have appointments
- f. Scheduled appointments for procedures outside the office--surgeries, house calls, and consultations
- g. Establishing matrix--who, what, when, where, why--when making appointments
- h. Identification of patients (general, emergency, acutely ill, or physicians' referrals)
- i. Scheduling appointments in person or by telephone
- j. Scheduling appointments for regular patients and new patients
- k. Appointment cards and reminders
- l. Corrections on appointment book
- m. Discussion of fee approximation

INSTRUCTIONAL MATERIALS

Textbook Used:

Frederick and Kinn

Equipment:

- a. Appointment book
- b. Pen and pencil
- c. Appointment cards

(continued on next page)

EVALUATION

25.03 (continued)

Given an appointment book, the learner will schedule patient appointments. Patients must be scheduled according to the urgency of the appointment and the anticipated treatment time; patient's names and telephone numbers must be entered in the appointment book in the day and time slot agreed upon; transactions must be verified by the instructor's controlled scheduling.

(continued from front page)

INSTRUCTIONAL ACTIVITIES

Laboratory Practice:

Have the learner practice making appointments using a variety of situations

Clinical Application:

Have the learner schedule appointments for a given day in the medical office using the appointment system

TASK

25.04 Processing mail.

PERFORMANCE OBJECTIVE

Provided with an assortment of incoming and outgoing mail, process the mail.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Mail classification
 - 1. First class
 - 2. Second class
 - 3. Third class
 - 4. Fourth class
- b. Mail sorting according to importance
- c. Incoming mail--sorting, opening, annotating
- d. Outgoing mail
 - 1. Classification of mail
 - 2. Postal services
 - 3. Special mailing problems
 - 4. Preparing outgoing mail
- e. Vacation mail
- f. Postal services and equipment
- g. Special problems
 - 1. Forwarding mail
 - 2. Change of address
 - 3. Recalling mail
 - 4. Returned mail
 - 5. Tracing lost mail
- h. Obtaining faster mail service
- i. Principles of time and motion-saving in processing mail

Laboratory Practice:

Have the learner sort and classify an assortment of incoming mail and prepare outgoing mail

(continued on next page)

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. U.S. Postal Service Brochures

Equipment:

- a. Sample mail
- b. Opener
- c. Postage meter scale and chart
- d. Date/time stamp
- e. Pen, pencils, clips, tapes, and staples

EVALUATION

25.04 (continued)

Given an assortment of incoming and outgoing mail, the learner will process the mail. All incoming mail must be correctly classified. Outgoing mail must have correct postage and not mis-routed.

(continued from front page)

INSTRUCTIONAL ACTIVITIES

Clinical Application:

Have the learner classify, sort and annotate incoming mail and process outgoing mail for medical office

TASK

25.05 Explaining doctor's fees

PERFORMANCE OBJECTIVE

Provided with a fee schedule and a patient with a bill for services rendered, explain the charges to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite tasks:

19.02 Placing and receiving
telephone calls

Provide Information On:

- a. Professional fees
- b. How fees are determined
 1. Doctor's fee profile
 2. Usual and customary fee
 3. Prevailing rates of community
 4. Relative value studies
 5. Insurance allowances
- c. Adjusting or cancelling fees
 1. Professional courtesy
 2. Those who cannot pay
 3. Pitfalls or fee adjustments

Laboratory Practice:

Have the learner practice explaining fees in a variety of situations

Clinical Application:

Have the learner discuss fees for services with patients in a doctor's office

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

Equipment:

Telephone

CLASSROOM HOURS

1

EVALUATION

25.05 (continued)

Given a fee schedule and a patient with a bill for services rendered, the learner will explain the fee charges to a patient. Information given to the patient must be without error and given in a courteous manner.

TASK

25.06 Making financial arrangements with patient

PERFORMANCE OBJECTIVE

Provided with a patient requesting credit and the necessary forms, make financial arrangements with the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

25.05 Explaining doctor's fees

Provide Information On:

- a. Credit arrangement
 - 1. Extending credit
 - 2. Information from patients
 - 3. Third-party liability
 - 4. Health insurance information
 - 5. Assignment of fees
 - 6. Consents for release of medical information
- b. Installment buying of medical service
 - 1. Credit cards
 - 2. Bank financing
 - 3. Budget plan
 - 4. Truth-in-lending Act

c. Confidentiality of credit

- 1. Credit Bureaus
- 2. Bureau of medical-dental-hospital

Laboratory Practice:

Have the learner practice making financial arrangements in a variety of situations

Clinical Application:

Have the learner make financial arrangements for a patient in a doctor's office

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

Equipment:

- a. Credit applications
- b. Consent forms
- c. Credit agreements
- d. Typewriter

EVALUATION

25.06 (continued)

Given a patient requesting credit and the necessary forms, the learner will make financial arrangements with the patient. All the necessary forms must be filled out and signed and all legal requirements must be met.

TASK

25.07 Preparing statements for mailing

PERFORMANCE OBJECTIVE

Provided with patient's ledger cards, statement sheets and envelopes, prepare the statements for mailing.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Billing procedures
- b. Statement forms
- c. Preparation
- d. Itemizing
- e. Frequency of billing

Clinical Application:

Have the learner prepare statements for billing in a doctor's office

Laboratory Practice:

Have the learner practice preparing statements for mailing

INSTRUCTIONAL MATERIALS

Textbooks:

Frederick and Kinn

Equipment:

- a. Typewriter
- b. Statement forms

EVALUATION

25.07 (continued)

Given patients' ledger cards, statment sheets and envelopes, the learner will prepare the statements for mailing. Each statement must have name and address of person responsible for charges, services rendered and amount due without error; address on envelope must be consistent with that on the statement.

TASK

25.08 Collecting delinquent bills

PERFORMANCE OBJECTIVE

Provided with overdue accounts, initiate proceedings to collect each account.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

- 25.02 Placing and receiving telephone calls
- 23.01 Composing letters

- l. Bankruptcy
- m. Collection agencies
- n. Small claims court
- o. Accounts receivable insurance

Provide Information On:

- a. Collection procedures
- b. Collection systems
- c. Credit symbols
- d. Routine reminders
- e. Collection letters
- f. Personal interviews
- g. Telephone collection
- h. Problem collection
- i. Tracing shy's
- j. Statue of limitations
- k. Estate claims

Laboratory Practice:

Have the learner practice collecting overdue accounts. Other students may act as patient owing bill

Clinical Practice:

Have the learner collect overdue accounts in a physician's office

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Frederick and Kinn
- b. Schacter and Clark
- c. Dictionary

Equipment:

- a. Telephone
- b. Typewriter

EVALUATION

25.08 (continued)

Given ten overdue accounts, the learner will initiate proceedings to collect each account. Procedures must be appropriate for age and status of each account based on predetermined collection policy.

TASK

26.01 Transcribing medical information from dictaphone or tape recorder

PERFORMANCE OBJECTIVE

Provided machine dictated medical information and the necessary supplies and equipment, transcribe and type the information on patient's medical record.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

- a. Type with speed and accuracy (approximately 45 wpm or better)
- b. Knowledge of basic grammar and punctuation
- c. Knowledge of anatomy and medical terminology
- d. Knowledge of forms and letter styles

Provide Information On:

- a. Machine operation
- b. Medical history and physicals
- c. Radiology
- d. Operations
- e. Pathology

- f. Discharge summaries
- g. Autopsies
- h. Medical records

Provide A/V On:

Transcription of medical information

Demonstration of Task:

Demonstrate use of machines

Laboratory Practice:

Have learner practice transcribing various types of medical information

(continued on next page)

INSTRUCTIONAL MATERIALS

Textbooks:

- a. Manual for machine(s) used
- b. Dictionary
- c. 20,000 Medical Words
- d. Taber's Cyclopedic Medical Dictionary
- e. Frederick and Kinn

A/Vs:

- a. Western: AMRA Medical Transcription Course (tape)
- b. Southwestern: Chevy Chase Medical Center
- c. I.B.M.: Terminology and Transcription for the Medical Secretary, parts 1 and 2 (tape)

(continued on next page)

EVALUATION

26.01 (continued)

Given machine dictated medical information and the necessary supplies and equipment, the learner will transcribe and type the information on the patient's medical record. The information must be correctly transcribed and types into the correct sections of the medical record.

INSTRUCTIONAL ACTIVITIES (continued)

Clinical Application:

Have learner transcribe dictated information on a patient's medical record.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

- a. Dictaphone/transcription machine
- b. Typewriter
- c. Records and folders

SECTION VI

REFERENCES, RESOURCES

INSTRUCTIONAL RESOURCE MATRIX

Introduction

The following Instructional Resource Matrix lists the instructional resources required to carry out the learning activities in each unit in the program. The resources are divided into three categories.

A/Vs. Each type of A/V is identified by a symbol as follows: Filmstrips (FS), Slides (S), Slides/Tapes (ST), Tapes (T), Video Tapes (VT), Movie Film (MF), Transparencies (TR), Film Loops (FL).

Textbooks. Identified by author.

Student Materials (Instructional Units). Identified by title.

Textbook List

This list identifies the textbooks referenced on the Unit Guides and the Instructional Resource Matrix.

Instructional Units

The publisher(s) of the instructional units referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Audiovisuals

The supplier(s) of the audiovisuals referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Additional Instructional Resources

Textbooks. Provides a list of textbooks in addition to those referenced on the Unit Guides.

Audiovisuals. Provides a list of suppliers of audiovisuals in addition to those referenced on the Unit Guides. Also

identifies the type(s) of audiovisuals available.

Models/Simulators/Replicas. Provides a list of suppliers of instructional models.

Individualized Instruction. Identifies suppliers of individualized instruction materials in addition to those referenced on the Unit Guides.

Resource Addresses

Provides the addresses of textbook publishers and the suppliers of audiovisuals models and instructional units.

CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
MAA-1 A career as a medical assistant	Nursing Faces the Law (T)	Frederick, Morrison, Witcomb	
MAA-2 A brief history of medicine		Frederick	
MAA-3 Understanding medical ethics		Frederick, Amer. Medical Assn.,	
MAA-4 Medicine and the law	Malpractice and You Medical Assistant and the Law (T) Nursing Faces the Law (T)	Frederick, Monitz, Stetler, Amer. Medical Assn.	
MAA-5 Medical practice arrangements		Monitz and Stetler	
1.01 Wash hands to decontaminate	The Asepsis Handwash (FS)	Frederick, Bonewit	<u>Hoffman</u> 4.4A The Asepsis Handwash
1.02 Maintain physician's office		Frederick	
2.01 Lift and move objects	Balance and Alignment (FS) Balance and Alignment Applications (FS)	Frederick	<u>L.L.S.</u> - Workbook
2.02 Position patient for examination	Basic Positions (FS) Positions and Methods (FS)	Frederick	<u>Hoffman</u> 5.2' Positions and Methods: Physical Examination <u>L.L.S.</u> - Workbook
2.03 Assist a patient to and from a wheelchair	Assisting a Patient to a Wheelchair (FS)		<u>L.L.S.</u> - Workbook

S-IA

CURRICULUM AREA: Medical Office Assistant

VI-6

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
2.04 Assisting a patient to and from a stretcher	Assisting a Patient to and From a Stretcher (FS)		<u>L.L.S.</u> - Workbook
3.01 Taking physical statistics of patient such as weight and height		Bonewit	<u>Hoffman</u> 3.4 Height and Weight
4.01 Taking temperature	The Clinical Thermometer (FS) Clinical Thermometer Technique (FS) Use of Rectal Clinical Thermometer (FS)	Frederick, Bonewit	<u>Hoffman</u> 3.1 Cardinal signs 3.2.1.1 The Clinical Thermometer 3.2.1.2 Converting between Fahrenheit and centigrade readings 3.2B Clinical Thermometer Technique 3.2C Use of Oral Clinical Thermometer
4.02 Taking pulse	The Pulse (FS)	Frederick, Bonewit	<u>Hoffman</u> 3.2.5.1 The Pulse: How to Read It 3.2.5.2 Taking the Pulse
4.03 Counting respirations	The Vital Function of Respiration (FS) Temperature, Pulse, Respiration (FS)	"	<u>Hoffman</u> 3.2.6.1 The Vital Function of Respiration 3.2.6.2 Taking the Respiration Reading
4.04 Taking blood pressure	Blood Pressure and the Instruments for Measuring (FS) The Measuring and Recording of Blood Pressure (FS)	"	<u>Hoffman</u> 3.3 Blood Pressure
5.01 Taking a patient's medical history		"	

CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
5.02 Assisting the physician with a physical examination	The Patient Examination (FS) Positions and Methods of the Physical Examination (FS) The Patient and You, The Medical Team Nurse (FS)	Frederick, Bonewit	<u>Hoffman</u> 5.0 Patient Examination
5.03 Assisting with the Pap Smear	The Papanicolaou Smear (FS)	Frederick, Bonewit	<u>Hoffman</u> 2.01 Basic positions 5.02 The Papanicolaou Smear
6.01 Measuring distance acuity		Frederick, Bonewit	
6.02 Irrigating eye(s)		Frederick Bonewit	
6.03 Irrigating ear(s)		Frederick, Bonewit	
7.01 Assisting with nutrition and diet therapy		Frederick	
8.01 Assisting a physician with minor surgery	The Instruments of Minor Surgery (FS)	Frederick, Bonewit	<u>Hoffman</u> 10.1 Minor Surgery
8.02 Cleaning and wrapping articles for autoclaving	Cleaning and Wrapping for Autoclaving (FS)	"	<u>Hoffman</u> 4.1 Basic Bacteriology 4.2 Care and Cleaning of Surgical Equipment 4.3 The Use of the Autoclave

CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
8.03 Loading and operating the autoclave	Introduction to Sterilization (FS) Loading and Operating the Autoclave (FS)	Frederick, Bonewit	<u>Hoffman</u> 4.38 Loading and Operating the Autoclave
8.04 Transferring sterile articles with transfer forceps	The Sterile Technique (FS)	"	<u>Hoffman</u> 4.2A The Sterile Technique
8.05 Handling sterile packages and sterile solutions	Sterile Technique and Dressing Change (FS)	"	<u>Hoffman</u> 4.2A The Sterile Technique
8.06 Putting on sterile gloves		"	
8.07 Changing sterile dressings	The Treatment of Wounds in the Medical Office (FS)	"	<u>Hoffman</u> 10.5 Wound Treatment
8.08 Removing sutures		"	
9.01 Applying bandages or binders	Application of Bandages and Binders (FS)	Frederick, Bonewit, Amer. Red Cross	
9.02 Assisting a physician with the application of a cast		Frederick	
10.01 Using the Physician's Desk Reference (P.D.R.)	An Introduction to Pharmacology (FS) The Terminology of Drugs (FS) Antibiotics (FS) The Drug Custodian (FS) Narcotics (FS) The Physician's Desk Reference (FS)	Frederick, Bonewit, Skelley	<u>Hoffman</u> 6.1 Introduction to Pharmacology 6.2 The Terminology of Drugs 6.3 Antibiotics 6.4 Drug Legality 6.5 The Physician's Desk Reference

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CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
10.02 Administering oral medications	Oral Medications - Equipment and Supplies (FS) Oral Medications - Preparation and Practice (FS) Oral Medications - Administration (FS)	Frederick, Bonewit; Skelley	<u>L.L.S.</u> Oral Medications - Equipment and Supplies Oral Medications - Preparation and Practice Oral Medications - Administration
10.03 Handling and preparing hypodermic syringes for use			
.03a Identifying and describing the equipment used to administer parenteral medications	Introduction to the Hypodermic Syringe (FS) Equipment: Syringes and Needles (FS)	"	<u>Hoffman</u> 7.1A Introduction to the Hypodermic Syringe <u>L.L.S.</u> - Equipment, Syringes and Needles
.03b Handling a sterile syringe and needle	Handling a Sterile Syringe and Needle (FS)	"	<u>L.L.S.</u> - Handling a Sterile Syringe and Needle
.03c Filling a hypodermic syringe from a vial and ampule	Filling the Hypodermic Syringe (FS)	"	<u>Hoffman</u> 7.1C Filling the Hypodermic Syringe: Cautions and Precautions
10.04 Administering parenteral medications			
.04a Selecting sites and methods of injection	Selecting Sites and Methods of Injection (FS)	"	<u>L.L.S.</u> - Selecting Sites and Methods of Injection
.04b Administering subcutaneous injections	The Technique of Hypodermic Injections (FS)	"	<u>Hoffman</u> 7.1.4.2 Technique of hypodermic injections: Subcutaneous

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CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
10.04b (continued)	Administeration of Subcutaneous Injection (FS)	Frederick, Bonewit, Skelley	<u>L.L.S.</u> - Administration of a Subcutaneous Injection
.04c Administering intramuscular injections	Techniques for Intramuscular Injection (FS) Administration of an Intramuscular Injection (FS)	"	<u>Hoffman</u> 7.1.5.1 Techniques for Intramuscular Injections 7.1.5.1 Comparison of Intramuscular Injection Methods <u>L.L.S.</u> - Administration of an Intramuscular Injection
.04d Administering intradermal injections	The Techniques of Hypodermic Injections (FS)	"	<u>Hoffman</u> 7.1.4.1 Technique of Hypodermic Injections Intradermal
10.05 Mixing two medications in one syringe			<u>L.L.S.</u> - Mixing Two Medications In One Syringe
11.01 Caring for and maintaining the electrocardiograph	Introduction to the Electrocardiograph (FS)		<u>Hoffman</u> - 9.3A
11.02 Running a 12-lead electrocardiograph	Preparing Patient for ECG (FS) The Leads of the ECG (FS) Recording Technique (FS) Artifacts (FS)	Frederick, Bonewit	<u>Hoffman</u> 9.3B Preparing Patient for ECG 9.3C The Leads of the Electrocardiograph 9.3D Recording Technique for the Electrocardiograph 9.3E Artifacts and the Electrocardiograph
11.03 Mounting the electrocardiograph (ECG) readings	Mounting the ECG Readings (FS)	"	<u>Hoffman</u> 9.3F Mounting the ECG Readings

CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
12.01 Performing physical therapy with an ultrasound unit	Types of Physical Therapy (FS) Introduction to the Ultrasound (FS) Clinical Application Technique of the Ultrasound Unit (FS)	Frederick	<u>Hoffman</u> 9.2A Types of Physical Therapy 9.2B Introduction to the Ultrasound Unit 9.2C Clinical Applications of the Ultrasound Unit
12.02 Performing physical therapy with the ultrasound/stimulator unit and the short wave diathermy machine	Introduction to the Ultrasound/Stimulator Unit (FS) Introduction to the Short Wave Diathermy Machine (FS)	Frederick	<u>Hoffman</u> 9.2D Introduction to the Ultrasound/Stimulator Unit 9.2.7.1 Introduction to the Short Wave Diathermy Machine
12.03 Applying heat treatments		Frederick, Bonewit	
12.04 Applying cold treatments		"	
13.01 Producing radiographs		"	
14.01 Carrying an infant		"	
14.02 Measuring the length and weight of an infant		"	
14.03 Giving an intramuscular injection		"	
14.04 Collecting a pediatric urine sample		"	
14.05 Assisting with a proctoscopy and sigmoidoscopy		"	

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CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
15.01 Preparing a crash tray		Frederick, Bonewit	
15.02 Administering first aid	Multimedia, Standard First Aid (FS)	American Red Cross	
15.03 Performing cardiopulmonary resuscitation	New Pulse of Life (FS)	American Heart Assn. Georgia Heart Assn.	
16.01 Caring for the compound microscope	Introduction to the Microscope (FS)	Seiverd, Amer. Optical Corp.	<u>Hoffman</u> 8.1B Introduction to the Microscope
16.02 Collecting, labeling and handling urine specimens	The Urinary System (FS)	Frederick, Bonewit, Ames	
16.03 Performing a physical examination of urine.	Physical and Chemical Urinalysis (FS)	"	<u>Hoffman</u> 8.2A Basic Physical and Chemical Analysis
16.04 Performing routine biochemical urine tests		"	<u>Hoffman</u> 8.2A Basic Physical and Chemical Analysis
16.05 Performing a microscopic urinalysis	Microscopic Urinalysis (FS) Urine Under the Microscope (FS)	Frederick, Bonewit, Lippman, Rocom	<u>Hoffman</u> 8.2B Microscopic Urinalysis
16.06 Performing a urine pregnancy test		Frederick	

VI-12

CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
17.01 Performing venipunctures	An Introduction to the Blood PC-296 (FS) Introduction to Hematology (FS) Basic Equipment of the Clinical Laboratory (FS)	Frederick, Bonewit, Seiverd	<u>Hoffman</u> 8.3A Introduction to Hematology 8.1A Basic equipment of the Clinical Laboratory
17.02 Preparing blood specimens		Seiverd	
17.03 Perform white blood cell (WBC) count	White Blood Cell-Defenders against Infection (FS) The White Blood Cell Count (FS)	Frederick, Bonewit, Seiverd	<u>Hoffman</u> 8.3D The White Blood Cell Count
17.04 Performing a red blood cell (RBC) count	Antigenic properties of Red Blood Cells (FS) Normal Hemostasis (FS) The Red Blood Cell Count (FS)	"	<u>Hoffman</u> 8.3C The Red Blood Cell Count
17.05 Obtaining capillary blood from a finger puncture	Extracting Blood (FS)	"	<u>Hoffman</u> 8.3B Extracting Blood
17.06 Performing a hemoglobin test	Hemoglobin Determination	"	<u>Hoffman</u> 8.3I Hemoglobin Determination
17.07 Performing a hematocrit test	The Hematocrit (FS)	Frederick, Bonewit, Seiverd	<u>Hoffman</u> 8.3H The Hematocrit

CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
17.08 Performing a differential cell count	The Identification of the Five Basic Types of Leukocytes (FS) The Differential count (FS)	"	<u>Hoffman</u> 8.3E The Identification of the Five Basic Types of Leukocytes 8.3F The differential count
17.09 Performing blood typing and grouping	Blood Typing (FS)	Bonewit	<u>Hoffman</u> 8.3G Blood Typing
17.10 Performing blood chemistries		Frederick, Bonewit, Seiverd	
18.01 Collecting and preparing specimens for shipping	Hazards to Microbiological safety (FS) Source of Microorganisms and Means of Transfer (FS) Body and Environment (FS) Controlling Microorganisms (FS)	Frederick, Bonewit	LLS - Management of the environment
18.02 Collecting a throat specimen	The Throat Culture (FS)	"	Hoffman 5.3 The Throat Culture, Study Guide
19.01 Typing business letters		Lessenberry	
19.02 Typing statistical materials		"	
19.03 Typing medical manuscripts, reports and legal documents			

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CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
20.01 Completing insurance claimsm medicine forms and workmen's compensation forms	Medical Assistant (FS)	Siegfried; Frederick, Uni- form Physician's Service Report Manual	
21.01 Establishing and maintaining a records management system		Johnson, Frederick	
21.02 Filing letters, diagnostic reports and progress notes in patient's records	Alphabetic Indexing, Vol. 1 (TR) Alphabetical Filing and Student Lab Book (T)		
21.03 Maintaining control system for medical records		Johnson, Frederick	
22.01 Operating ten key and printing calculators	Dart Series (FS)	Cornelia, Machine Manuals	
23.01 Preparing balance sheets and income statements		Frederick, Freeman	
23.02 Recording data of financial records in journal and ledger		"	
23.03 Closing the ledger for a fiscal period		"	
23.04 Preparing balance sheet, income and post-closing trial balance		"	
23.05 Recording and processing checks, coins and currency coming into and going out of medical office		"	

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CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
23.06 Reconciling a bank statment		Frederick, Freeman	
23.07 Maintaining a petty cash fund		"	
23.08 Recording payroll for the medical office		Current Tax Manual, Frederick, Freeman	
23.09 Completing returns for medical office		Current Tax Manual, Frederick, Free- man	
23.10 Recording and posting daily transactions by using the pegboard method		Frederick	
24.01 Composing letters	Writing Better Busi- ness Letters (T)	Frederick, Schachter, dictionary	
25.01 Planning office activities		Frederick	
25.02 Placing and receiving telephone calls	How to Lose Your Best Customers Without Trying (MF) Thank You. Please Call Again (MF)	Frederick, Southern Bell	
25.03 Scheduling appointments		Frederick	
25.04 Processing mail		Frederick, U.S. Postal Service	

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CURRICULUM AREA: Medical Office Assistant

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
25.05 Explaining doctor's fees		Frederick	
25.06 Making financial arrangements with patient		"	
25.07 Preparing statements for mailing		"	
25.08 Collecting delinquent bills		Frederick, Schachter, dictionary	
26.01 Transcribing medical information from dictaphone or tape	AMRA Medical Transcription Course (T) Chevy Chase Medical Center (T) Terminology and Transcription for the Medical Secretary (T)	Machine Manuals, dictionary, medical dictionary, Frederick	

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TEXTBOOK LIST

- American Optical Corporation, Reference Manual (contact local optician).
- American Red Cross, Standard First Aid and Personal Safety.
- American Red Cross, Multimedia Standard First Aid Student Workbook.
- AMA, Judicial Council Opinions and Reports (contact local physician).
- Bonewit, Clinical Procedures For Medical Assistants. W. B. Saunders Company, 1979.
- Byers, 20,000 Medical Words. McGraw-Hill, Gregg Division, 1972.
- Cornelia and Pasework, Office Machines Course. South-Western Publishing Company, 5th edition, 1979.
- Frederick and Kinn, The Medical Office Assistant, Administrative and Clinical. Saunders, 4th ed., 1974.
- Freeman, et.al., Elements of Financial Records 10/12, Part I. McGraw-Hill, Gregg Division, 2nd ed., 1973.
- Harsfield, Faster Typing. H. M. Rowe, 1959.
- Johnson and Kallaus, Records Management. South-Western, 1974.
- Leslie, 20,000 Words. McGraw-Hill, Gregg Division, 6th ed., 1971.
- Lessenberry, Wanous, Duncan and Warner, College Typewriting. Intermediate Course, South-Western, 9th ed., 1975.
- Moritz and Stetter, Handbook of Legal Medicine. Mosby, 4th ed., 1975.
- Cafferty and Sugarman, Steppingstones to Professional Nursing. Mosby, 5th ed., 1971.
- Medical Economics Company, Physician's Desk Reference (check for latest edition).
- Schachter and Clark, Basic English Review. South-Western, 2nd ed., 1977.
- Seiverd, Charles E., Hematology for Medical Technologists. Lea and Febigec, 4th ed., 1972.
- Seigfried, Walter R., Typing Medical Forms. McGraw-Hill, Gregg Division, 1969.

Skelley, Medications and Mathematics for the Nurse Delmar. 1976.

Stetter and Moritz, Doctor and Patient and the Law. Mosby.

Taber, Wilbur, Taber's Cyclopedic Medical Dictionary. F. A. Davis, 11th ed., 1969.

Blue Cross Blue-Shield Procedure Code Book. (California Relative Value Study Code used). Blue Cross-Blue Shield Insurance Company - Uniform Physician's Service Report Manual.

Victor Business Machines Course Ten Key Adding Machine. Victor Comptometer Corporation, Chicago, 1965.

Victor Business Machines Course Automatic Printer Calculator. Victor Comptometer Corporation, Chicago, 1965.

Whitcomb-Lang, Charm: The Career Girls Guide to Business and Personal Success. 2nd ed., McGraw-Hill.

INSTRUCTIONAL UNITS

Hoffman Educational System

J. B. Lippincott

AUDIOVISUALS

Hoffman Educational System, Sound filmstrips

Trainex Corporation, Sound filmstrips

Southern Bell

Southwestern Publishing Co.

Gregg (McGraw-Hill)

Bergwall Productions

Lippincott

ADDITIONAL INSTRUCTIONAL RESOURCES

Textbooks

- Ander and Shapiro, Obstetrics for the Nurse. Delmar, 3rd ed., 1979.
- Annino and Giese, Clinical Chemistry Principles and Procedures. Little, Brown & Co., 4th ed., 1976.
- Anthony and Thibodeau, Structure and Function of the Body. Mosby, 6th ed., 1980.
- Bredow, Handbook for the Medical Secretary. Gregg, 4th ed., 1959.
- Brown, Hematology, Principles and Procedures. Lea and Febiger, 3rd ed., 1980.
- Cooper and Bredow, The Medical Assistant. McGraw-Hill, 4th ed., 1978.
- Fordney, Insurance Handbook for the Medical Office. Saunders, 1977.
- Hamilton, Basic Pediatric Nursing. Mosby, 3rd ed., 1978.
- Hood and Dincher, Total Patient Care: Foundations and Practice. Mosby, 5th ed., 1980.
- Lesnik and Anderson, Nursing Practice and the Law. Lippincott, 1976.
- Markell and Vage, Medical Parasitology. Saunders, 4th ed., 1976.
- Mason, Basic Medical Surgical Nursing. MacMillan, 4th ed., 1978.
- Ross, Personal and Vocational Relationships. Lippincott.
- Smith and Davis, Medical Terminology. Wiley, 3rd ed., 1976.
- V'TECS, A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Licensed Practical Nursing, Vocational-Technical Education Consortium of States, 1976.
- Walker and Taul, Fundamental Skills in Serology. Thomas, 1976.
- White, Chemistry for the Clinical Laboratory. Mosby, 4th ed., 1976.

Audiovisuals

American Cancer Society	16 mm films
American Learning Systems	Sound filmstrips
Career Aids	Sound filmstrips Transparancies
Concept Media	Sound filmstrips
Human Relations Media	Sound filmstrips
Lippincott	Sound filmstrips Slides/tapes 16 mm film Videotapes Filmloops Self-instructional audiovisual modules
National Archives Trust Fund Board	16 mm film Video cassettes (rent or purchase)
Robert J. Brady	Overhead transparencies Slides/tapes Video tapes Sound filmstrips Audio tapes
Vocational Educational Materials Center (VEMC)	Slide/tapes

Models/Simulators/Replicas

Trainex

Fisher Scientific Company

Nystrom

Individualized Instruction

Vocational Educational Materials Center (VEMC)	Self-instructional modules
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RESOURCE ADDRESSES

American Cancer Society
Georgia Division, Inc.
2025 Peachtree Road NE
Atlanta, GA 30309

American Learning Systems,
Inc.
P.O. Box 2173
Columbus, GA 31902
(404) 327-2619

American Society of Radiologic
Technologists
500 N. Michigan Ave. Suite 836
Chicago, IL 60611

Appleton-Century-Croft
292 Madison Avenue
New York, NY 10017

Bergwall Productions, Inc.
829 Stewart Avenue
Garden City, NY 11530

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, IN 46468

Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311

Concept Media
P.O. Box 19542
Irvine, CA 92714

C. V. Mosby Company
11830 Westline Industrial Dr.
St. Louis, MO 63141

Delmar Publishers
Division of Litton Educ. Pub.
Inc.
50 Wolf Road
Albany, NY 12205

Duke University Press
College Station
Durham, NC 27708
(919) 684-2173

E. I. duPont de Nemours & Co.
P.O. Box 80368
Atlanta, GA 30366

F. A. Davis Company
1945 Arch Street
Philadelphia, PA 19103
(215) 568-2270

Fisher Scientific Company
Educational Materials Div.
4901 W. LeMoyne Street
Chicago, IL 60651

General Electric Company
Training and Education Programs
1 River Road, Building 22,
Room 232
Box MK
Schenectady, NY 12345

G. K. Hall
70 Lincoln Street
Boston, MA 02111
(617) 423-3990

Hoffman Educational System
4423 Arden Drive
El Monte, CA 91734

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

J. B. Lippincott Company
Health Professions Publications
East Washing Square
Philadelphia, PA 19105

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016
(212) 867-9800

Lea and Febiger
Washington Square
Philadelphia, PA 19106
(215) 922-1330

Little, Brown and Co.
34 Beacon Street
Boston, MA 02106
(617) 227-0730

Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022
(212) 935-2000

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020
(212) 997-1221

Medical Economics Co.
Box 554
Oradell, NJ 07649
(201) 262-3030

Multi-Media Publishing, Inc.
1393 South Inca Street
Denver, CO 80223
(303) 778-1404

National Archives Trust Fund
Board
National Audiovisual Center
Washington, DC 20409

Nystrom
3333 Elston Avenue
Chicago, IL 60618
(312) 463-1144
(Local Rep)
John Wilhelm
4778 Devon Way
Stone Mountain, GA 30088
(404) 981-6300

ROCOM
Nutley, NJ 07110

W. B. Saunders Company
Subs of Columbia Broadcasting
System
W. Washington Square
Philadelphia, PA 19105
(215) 574-4700

South-western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
(513) 271-8811

Thomas Publishing Co.
1 Penn. Plaza
New York, NY 10001
(212) 695-0500

Trainex Corporation
P.O. Box 116
Garden Grove, CA 92642
(800) 854-2495

Vocational Education Materials
Center (VEMC)
Green Street
University of Georgia
Athens, GA 30602

Williams and Wilkins Co.
428 E. Preston Street
Baltimore, MD 21202
(301) 528-4221

SECTION VII

STUDENT RECORDS

STUDENT RECORDS

This section contains several forms that may prove useful in evaluating students and maintaining records of progress. All of the forms, with the exception of the Student Competency Record, are printed with the permission of the Coosa Valley Area Vocational-Technical School, Medical Office Assistant program. In addition to these forms, some of the Unit Guides (Section V) have checklists for that task.

The Student Competency Record provides a listing of all tasks in the program. A space is designated for the student's name, program identification D.O.T. number, job title and a check off column to initial and date competency completion.

INDIVIDUAL PROGRESS REPORT

[illegible]

GROUP PROGRESS CHART

UNITS/TASKS

NAME _____

[illegible]

V11-5

STUDENT ATTENDANCE FORM

ROTATION DATES: FROM TO

ADDRESS: _____
PHONE: _____

EXTERNSHIP OFFICE SUPERVISOR:

[illegible]

GRAND TOTAL

1. Working hours are from 9:00 am - 5:00 pm.
2. Lunch breaks are included in total working hours.
3. Student must sign In and Out each working day.
4. Hours per day should be totaled at end of each week.
5. Hours per week are totaled at end of rotation period.
6. If student is absent, mark "A" in designated day.
7. If student is tardy, mark "T" in In slot and time of arrival.

Medical Office Assistant Program
Externship Evaluation

Name _____ Physician's Office _____

Dates: From _____ To _____

Directions: Please indicate the quality of the student's performance by entering an A, B, C, or D in the blank provided. If a particular procedure is not used in the office, enter N/A in the blank.

Administrative Procedures

- | | |
|---|---|
| 1. TYPEWRITING | 4. FINANCIAL RECORDS |
| ___ Medical Histories | ___ Day Sheet Entries |
| ___ Letters | ___ Posting |
| ___ Ledger Cards | ___ Peg Board System |
| ___ Recorded Dictation | ___ Bank Deposits |
| ___ Labels | ___ Paying Bills |
| 2. INTERPERSONAL COMMUNICATIONS | ___ Annual Report |
| ___ Greeting Patients | 5. COLLECTING FEES |
| ___ Making Appointments | ___ Accepting Money & Completing Receipts |
| ___ Receiving Pharmaceutical Representatives | ___ Receiving Money by Mail |
| ___ Receiving Other Callers (Civic Leaders, etc.) | ___ Sending Out Statements |
| 3. TELEPHONE TECHNIQUE | ___ Collection Reminders |
| ___ Screening calls | 6. PATIENT RECORDS |
| ___ Making Appointments | ___ Pulling Charts |
| ___ Cancelling Appointments | ___ Revising Patient Data |
| ___ Receiving Reports (X-Ray, Lab, etc.) | ___ Filing (Charts, Reports, Insurance, Etc.) |
| ___ Requests for Prescriptions | 7. INSURANCE |
| ___ Scheduling Surgery | ___ Collecting Patient Data |
| ___ Admitting Patients | ___ Completing the Form |
| ___ Emergency Room | ___ Answering Patient's Questions |
| ___ Medical Records | ___ Filing for Payment |
| ___ Long Distance Calls | Knowledge of Various Types: |
| ___ Other Calls (Business, Personal, Supplies) | ___ Medicare |
| | ___ Medicaid |
| | ___ Blue Cross |
| | ___ Blue Shield |
| | ___ CHAMPUS (Military) |
| | ___ Workman's Compensation |
| | ___ Other |

Externship Evaluation
Page Two

8. PROCESSING THE MAIL

- ☐ Sorting
- ☐ Opening
- ☐ Processing
- ☐ Preparing Outgoing Mail

9. EQUIPMENT

- ☐ Use of the Copying Machine
- ☐ Use of the Dictaphone
- ☐ Use of the Typewriter
- ☐ Use of the Calculator

Clinical Procedures

Directions: Please indicate the quality of the student's performance by entering an A, B, C, or D in the blank provided. If a particular procedure is not used in the office, enter N/A in the blank.

1. VITAL SIGNS

- ☐ Oral Temperature
- ☐ Rectal Temperature
- ☐ Pulse
- ☐ Respirations
- ☐ Adult Blood Pressure
- ☐ Child's Blood Pressure

2. MEASUREMENT

- ☐ Adult's Height
- ☐ Child's Height
- ☐ Adult's Weight
- ☐ Child's Weight

3. COLLECTION OF SPECIMENS

Urine

- ☐ Wee Bag
- ☐ Catheter (assisting with)
- ☐ Routine
- ☐ Blood

Body Secretions

- ☐ Vaginal
- ☐ Nasal
- ☐ Oral
- ☐ Other

4. PREPARATION OF

- ☐ Slides
- ☐ Smears
- ☐ Cultures

5. ASSISTING WITH EXAMS

- ☐ Preparation of the Patient
- ☐ Positioning
- ☐ Draping
- Assisting the Physician...

a) Vaginal

- ☐ Pap Smear
- ☐ Biopsy
- ☐ Cauterization
- ☐ I.U.D.

b) Rectal

- ☐ Sigmoidoscopy
- ☐ Proctoscopy
- ☐ Anoscopy
- ☐ Digital

c) Breast Examination

d) Otolaryngology

- ☐ Removal of Foreign Bodies
- ☐ Irrigations
- ☐ Nose Bleeds

e) Orthopedics

- ☐ Cast
- ☐ Splints
- ☐ Bandages

f) Urology

- ☐ Cystoscopy
- ☐ Catheterization

g) Pediatrics

- ☐ Infancy
- ☐ Toddler
- ☐ Pre-school
- ☐ School Ager
- ☐ Adolescent

6. STERILE TECHNIQUE

- ☐ Dressings
- ☐ Minor Surgery
- ☐ Removal of Sutures
- ☐ Collection of Sterile Specimens
- ☐ Injections
 - ☐ Subcutaneous
 - ☐ Intra-muscular
 - ☐ Intra-dermal

7. STERILIZATION

- ☐ Preparation
- ☐ Autoclave
- ☐ Boiling
- ☐ Cold (Germicidal)

8. SPECIAL TEST AND TREATMENTS

- ☐ Electrocardiogram
- ☐ X-Ray
- ☐ Physical Therapy
- ☐ Vision (Eye Chart)
- ☐ Hearing (Audiogram)
- ☐ Other

STUDENT WORK TRAITS

Directions: Please indicate your evaluation of the student by entering an A, B, C, or D in the blank provided. Space on the right is provided for your remarks if needed.

1. WORK TRAITS

- ☐ Knowledge of Basic Clinical Procedures _____
- ☐ Follows Directions _____
- ☐ Organizes Work _____
- ☐ Accurate Report of Work Done _____
- ☐ Shows Initiative _____
- ☐ Reliability _____
- ☐ Considers Patient's Safety and Comfort _____

2. PERSONAL QUALITIES

- ☐ Accepts Criticism _____
- ☐ Reliability _____
- ☐ Honesty _____
- ☐ Co-operation and Willingness _____
- ☐ Emotional Maturity _____
- ☐ Adaptability _____
- ☐ Neat, Clean, Well Groomed _____
- ☐ Prompt, In Reporting On and Off Duty _____
- ☐ Knows Own Abilities, Responsibilities, Limitations _____
- ☐ Shows Consideration for the Patient and His Family _____
- ☐ Ethical Manner _____

LABORATORY PROCEDURES

Directions: Please indicate your evaluation of the student's performance by entering an A, B, C, or D in the blank provided. If a particular procedure is not done in the office, enter N/A in the blank.

- 1. C.B.C. _____, R.B.C. _____, W.B.C. _____, Hgb. _____, Hct. _____
- 2. Sed. Rate _____
- 3. Urinalysis _____
- 4. Chemistry: Sugar _____, BUN _____, Cholesterol _____, Uric Acid _____
- 5. Blood Type _____
- 6. Rh _____
- 7. UCG or Other Pregnancy Test _____

Comments if any: _____

RECORD OF DEMONSTRATED JOB COMPETENCIES

STUDENT NAME _____ PROGRAM _____

DICTIONARY OF OCCUPATIONAL TITLES JOB CLASSIFICATION: _____ D.O.T. No. _____

JOB TITLE _____

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
MAA-1	<u>Medical Assisting Adjustments</u>		8.02	Cleaning and wrapping articles for autoclaving	
MAA-2	A career as a medical assistant		8.03	Loading and operating the autoclave	
MAA-3	A brief history of medicine		8.04	Transferring sterile articles with transfer forceps	
MAA-4	Understanding medical ethics		8.05	Handling sterile packages and sterile solutions	
MAA-5	Medicine and The Law		8.06	Putting on sterile gloves	
	Medical practice arrangements		8.07	Changing sterile dressings	
			8.08	Removing sutures	
	<u>Maintain Housekeeping</u>				
1.01	Wash hands				
1.02	Maintaining the physician's office				
	<u>Assist Patients</u>			<u>Care for Wounds</u>	
2.01	Lift and move objects and patients		9.01	Applying bandages or binders	
2.02	Position a patient for examination		9.02	Assisting a physician with the application of a cast	
2.03	Assisting a patient to and from a wheel chair			<u>Administer Medications</u>	
2.04	Assisting a patient to a stretcher		10.01	Using the Physician's Desk Reference (P.D.R.)	
			10.02	Administering oral medications	
	<u>Take Physical Statistics</u>		10.03	Handling and preparing hypodermic syringes for use	
3.01	Taking physical statistics of patient, such as weight and height		.03a	Identifying and describing the equipment used to administer parenteral medications	
			.03b	Handling a sterile syringe and needle	
	<u>Take Vital Signs</u>		.03c	Filling a hypodermic syringe from a vial and ampule	
4.01	Taking temperature		10.04	Administering parenteral medications	
4.02	Taking pulse		.04a	Selecting sites and methods of injections	
4.03	Counting respirations		.04b	Administering subcutaneous injections	
4.04	Taking blood pressure		.04c	Administering intramuscular injections	
	<u>Assist with Examinations</u>		.04d	Administering intradermal injections	
5.01	Taking a patient's medical history		10.05	Mixing two medications in one syringe	
5.02	Assisting the physician with a physical examination			<u>Perform Electrocardiograph Functions</u>	
5.03	Assisting the physician in taking a papanicolaou smear		11.01	Maintaining the electrocardiographs	
	<u>Treat Eyes and Ears</u>		11.02	Running a 12-lead electrocardiograph	
6.01	Measuring distance acuity		11.03	Monitoring the electrocardiograph readings	
6.02	Irrigating eye(s)				
6.03	Irrigating ear(s)				
	<u>Assist with Nutrition</u>				
7.00	Assisting with nutrition and diet therapy				
	<u>Assist with Minor Surgery and Surgical Asepsis</u>				
8.01	Assisting a physician with minor surgery				

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
12.01	<u>Perform Physical Therapy</u> Performing physical therapy with an ultrasound unit		18.01	<u>Perform Laboratory Techniques Microbiology</u> Collecting and preparing specimens for shipping	
12.02	Performing physical therapy with the ultrasound/stimulator unit and the shortwave diathermy machine		18.02	Collecting a throat specimen	
12.03	Applying heat treatments		19.01	<u>Perform Typing Functions</u> Typing business letters	
12.04	Applying cold treatments		19.02	Typing statistical materials in form of tables	
13.01	<u>Produce Radiographs</u> Producing radiographs		19.03	Typing medical manuscripts, reports and legal documents	
14.01	<u>Assist with Speciality Exams</u> Carrying an infant		20.01	<u>Complete Forms</u> Completing insurance claims, medicare forms and workmen's compensation forms	
14.02	Measuring the length and weight of an infant		21.01	<u>Maintain Records</u> Establishing and maintaining a records management system	
14.03	Giving an intramuscular injection to a child		21.02	Filing letters, diagnostic reports and progress notes in patient's records	
14.04	Collecting a pediatric urine specimen		21.03	Maintaining control system for medical records	
14.05	Assisting with a proctoscopy and sigmoidoscopy		22.01	<u>Operate Business Machines</u> Operating ten key and printing calculators	
15.01	<u>Perform Emergency Procedures</u> Preparing a crash tray		23.01	<u>Perform Accounting Functions</u> Preparing balance sheets and income statements	
15.02	Administering first aid		23.02	Recording data of financial records in journal and ledger	
15.03	Performing cardiopulmonary resuscitation		23.03	Closing the ledger for a fiscal period	
16.01	<u>Perform Laboratory Techniques Urinalysis</u> Using and maintaining the compound microscope		23.04	Preparing balance sheet, income and post-closing trial balance	
16.02	Collecting, labeling and handling urine specimens		23.05	Recording and processing checks, coins and currency coming into and going out of medical office	
16.03	Performing a physical examination		23.06	Reconciling a bank statement	
16.04	Performing routine biochemical urine tests		23.07	Maintaining a petty cash fund	
16.05	Performing a microscopic urinalysis		23.08	Recording payroll for the medical office	
16.06	Performing a urine pregnancy test		23.09	Completing returns for medical office	
17.01	<u>Perform Laboratory Techniques Hematology</u> Performing venipunctures		23.10	Recording and posting daily transactions by using the pegboard method	
17.02	Preparing blood specimens		24.01	<u>Writing Letters</u> Composing letters	
17.03	Performing a white blood cell (WBC) count		25.01	<u>Perform General Medical Office Procedures</u> Planning office activities	
17.04	Performing a red blood cell (RBC) count		25.02	Placing and receiving telephone calls	
17.05	Obtaining capillary blood from a finger puncture		25.03	Scheduling appointments	
17.06	Performing a hemoglobin test				
17.07	Performing a hematocrit test				
17.08	Performing a differential cell count				
17.09	Performing blood typing and grouping				
17.10	Performing blood chemistries				

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
25.04	Processing mail		26.01	<u>Transcribe Dictation</u>	
25.05	Explaining doctor's fees			Transcribing medical information	
25.06	Making financial arrangements with patient			from dictaphone or tape	
25.07	Preparing statements for mailing				
25.08	Collecting delinquent bills				

This is to certify that the above named student has demonstrated proficiency in the performance of the tasks and/or competencies indicated above. These tasks and/or competencies have been determined to be the skills and knowledge that are necessary for entry level employment into the job classification indicated.

Date _____

Instructor _____

School _____

SECTION VIII

SPECIAL NEEDS STUDENT

WORKING WITH SPECIAL NEEDS STUDENTS

Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

SPECIAL NEEDS MAINSTREAMING MODEL

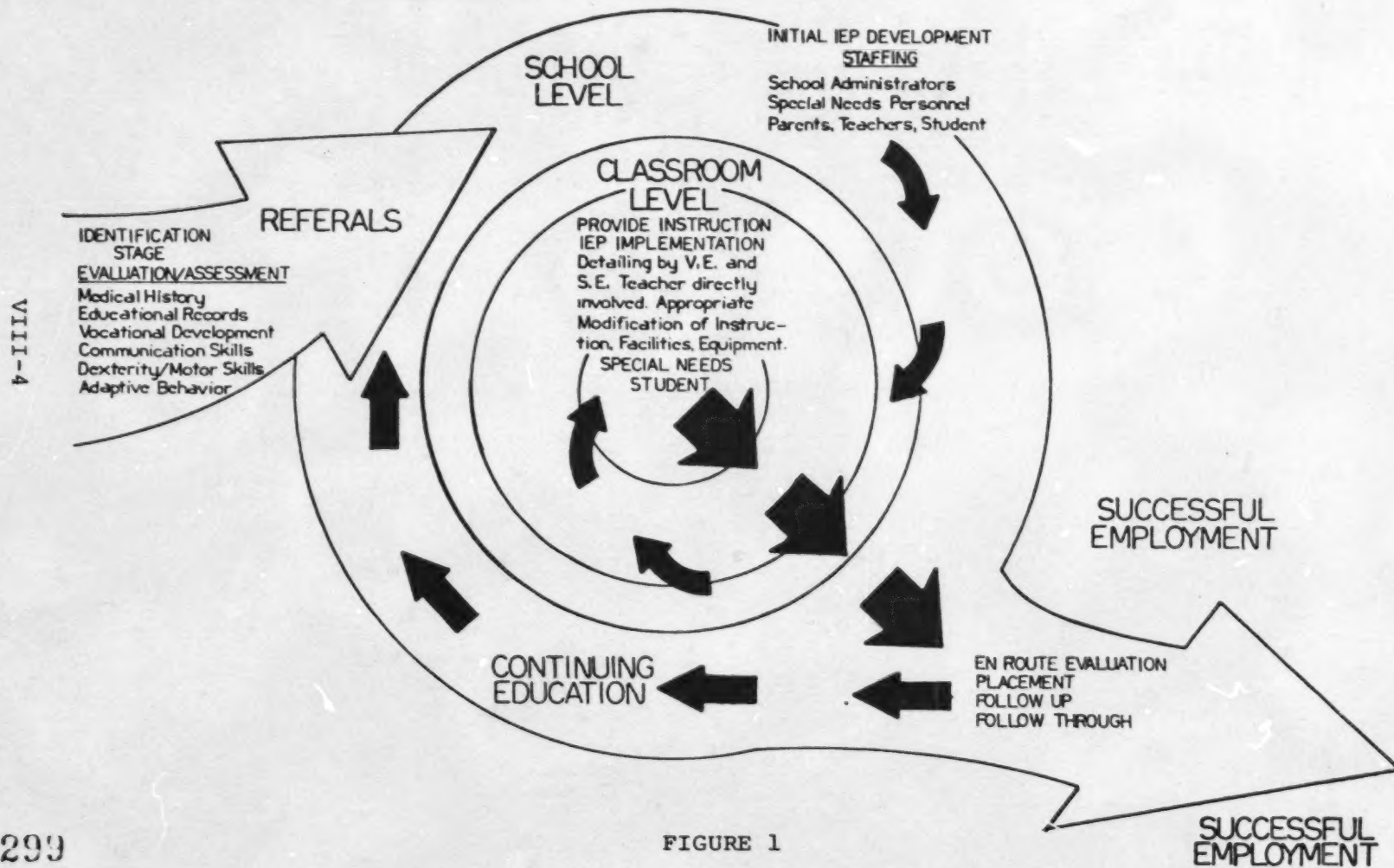


FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

- Medical History
- Educational Records
- Vocational Development
- Communication Skills
- Dexterity/Motor Skills
- Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

- Prepare instructional materials in greater detail and assign work in shorter units.
- Provide more frequent evaluation of student's progress and provide opportunities for remedial work.
- Be aware of the student's limited vocabulary.
- Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.
- Keep the student aware of his or her progress and make the student feel he or she can succeed.
- Use real teaching aids, live work and practical experiences whenever possible.
- Choose reading material which is at the student's level, interest and experience.
- Use constructive criticism only.
- Use peer instruction whenever possible.
- Allow the student to advance at his or her own pace.
- Use the part-to-whole learning concept in adapting materials.

Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust

to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

Evaluation

Evaluation of the student's program should consist of:

- En-route evaluation (formative) to monitor the student's progress through the program.
- Summative evaluation upon completion of the program to determine job readiness.
- Follow-up after placement to determine if the student is successful on the job.
- Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

Mentally Retarded

A Curriculum Guide for Teachers of Educable Mentally Retarded.
Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. Comprehensive Career Education Curriculum Guide for the Trainable. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

Introduction to Vocations for Educable Mentally Retarded. New Jersey: New Jersey Department of Education.

State of Ohio Curriculum Guide for Moderately Retarded Learners. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D.C., NEA, 1975.

Hearing Impaired

Alvin, Howard P. The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs. ERIC - ED 123-241.

Guidelines: Educational Planning for the Hearing Handicapped. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. Career Education for Deaf Students: An Inservice Leader's Guide. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. Vocational Aids and Enhanced Productivity of the Severely Disabled. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. Recommendations for Enhancing Employment Prospects of Handicapped Individuals. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. Environmental Modifications for the Visually Impaired: A Handbook. Visual Impairment and Blindness, December 1977, p. 442-455.

Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. Basic Business - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. Introduction to Office Occupations. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

Working with the Handicapped in the Vocational Home Economics Classroom. Division of Vocational Education, State of Ohio, Columbus, Ohio.

Coordinated Vocational Education and Training (C.V.E.T.) manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

-CVET Construction 3100219 Teacher's Guide
3100209 Student

-CVET General Mechanics 3100239 Teacher's Guide
3100229 Student

General Special Needs

A Handbook for Modifying Vocational Curricula for Handicapped Students. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), Vocational Education for Special Groups. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. The Journal for Vocational Special Needs Education, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

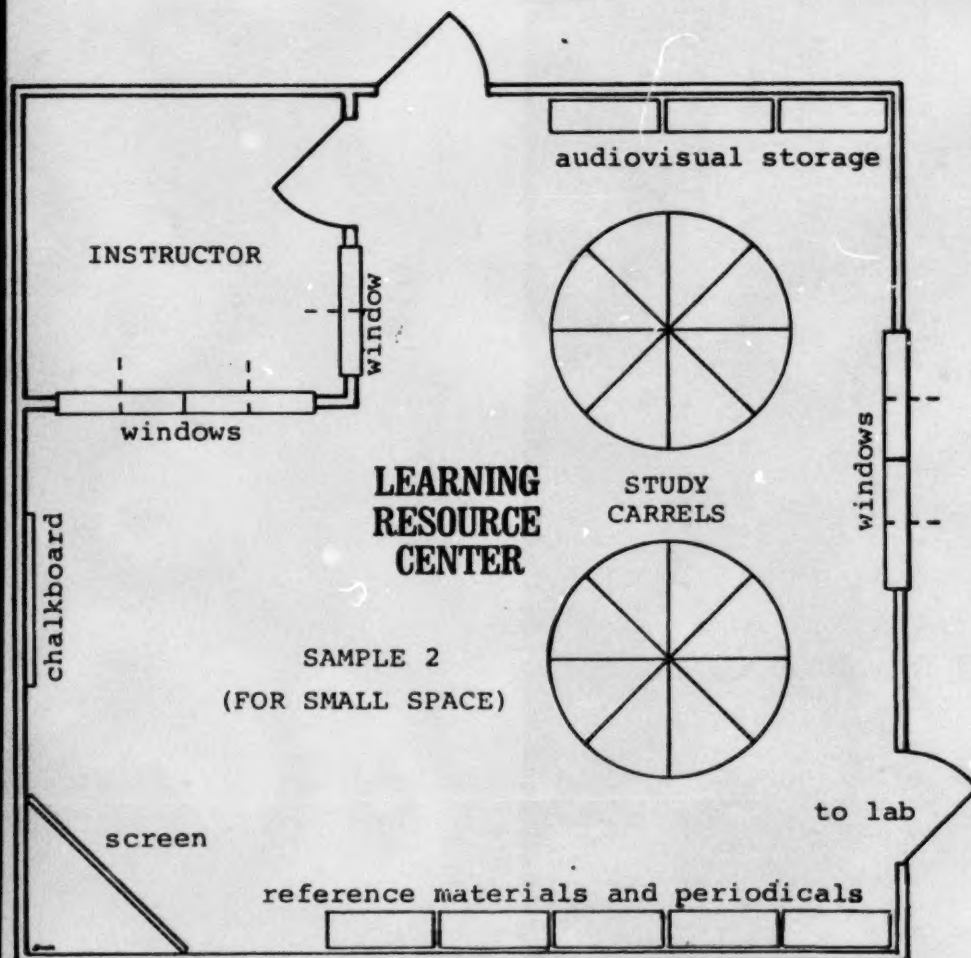
SECTION IX

FACILITY LAYOUT

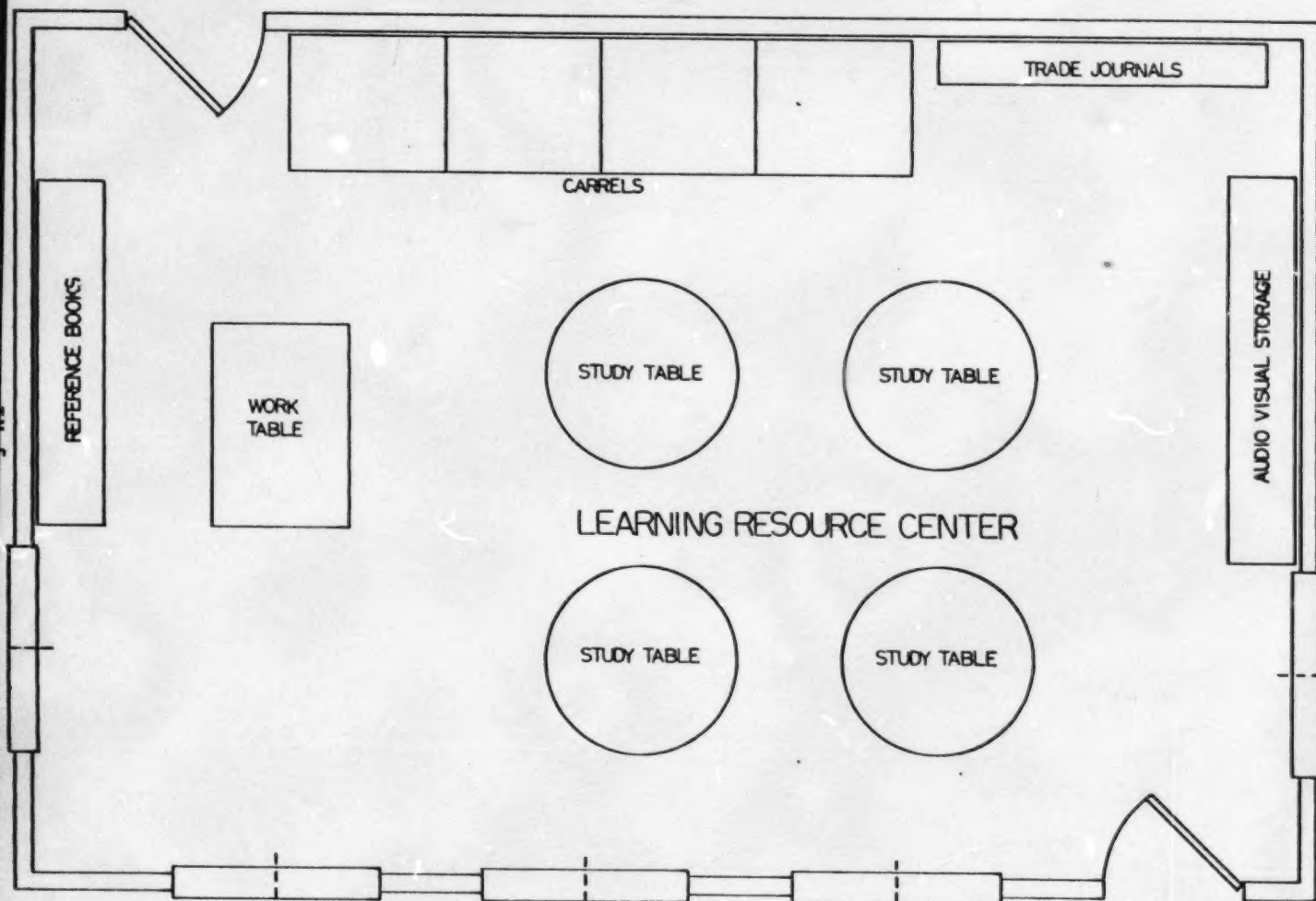
Facility Layout

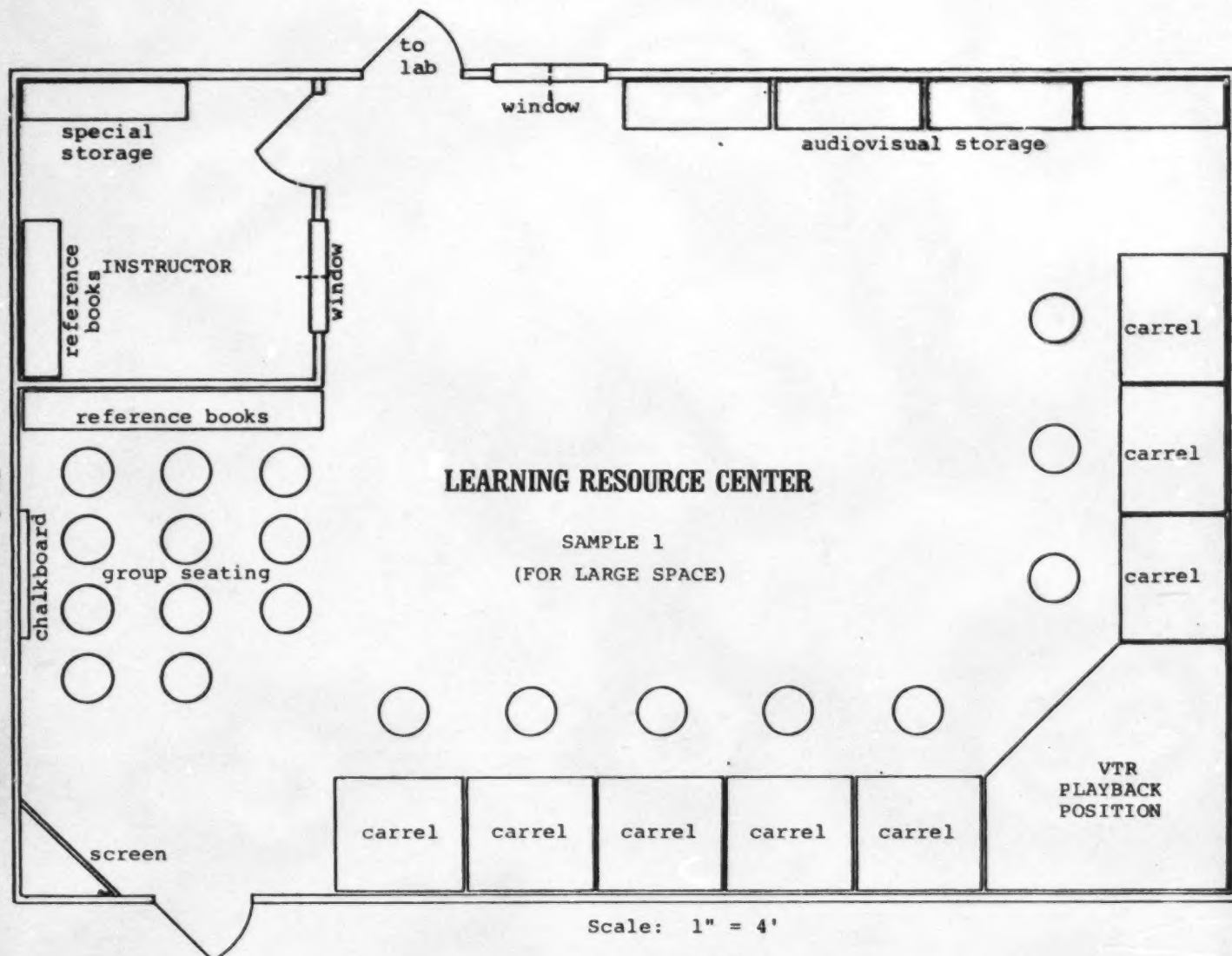
The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. The three resource center arrangements represent small, medium and large centers. Ultimately the instructor must determine an arrangement that best fits the needs of the students and the instructional method being used.

These layouts may be especially useful in those schools where classroom renovation or construction is being planned.

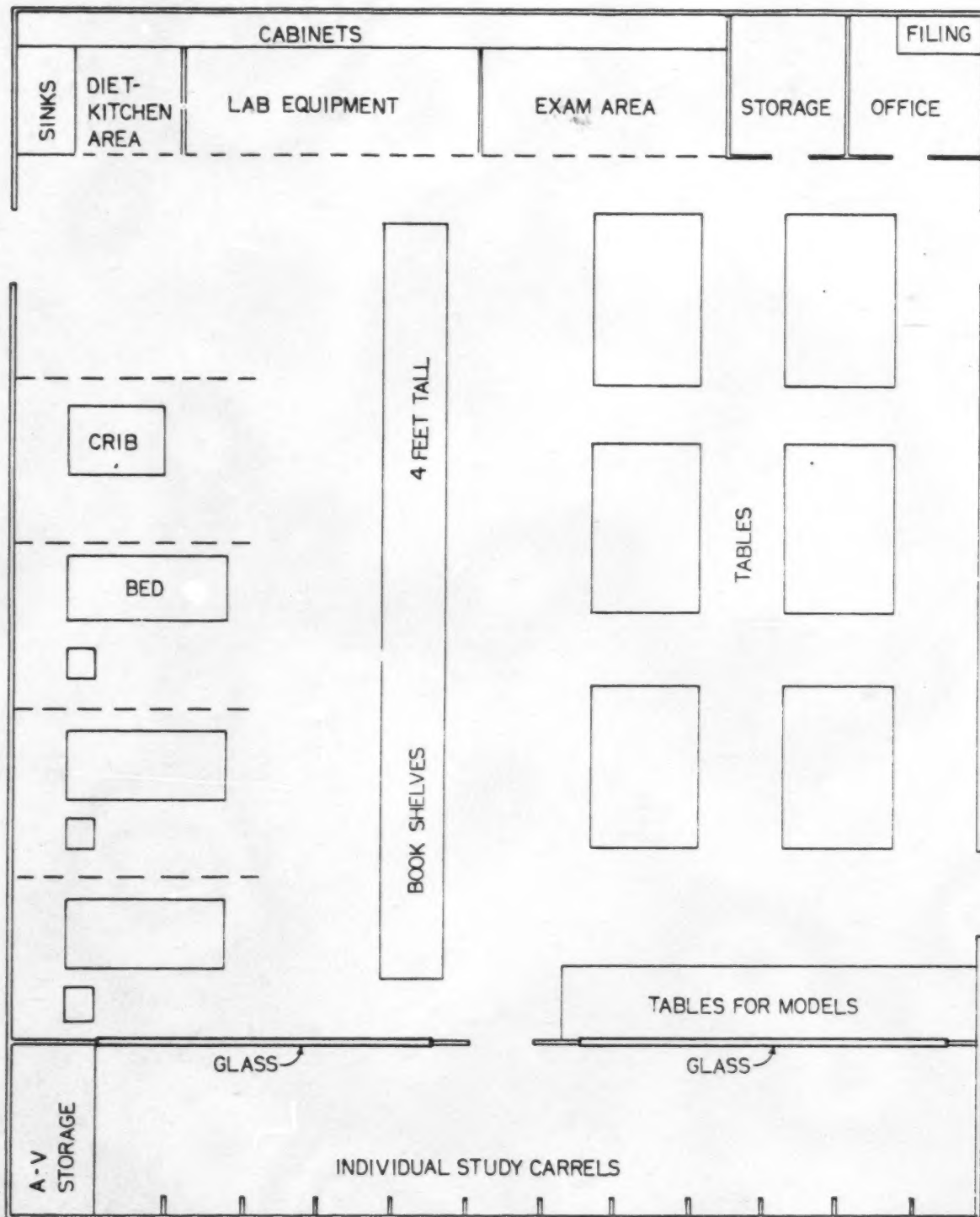


Scale: 1" = 4'





LABORATORY



IX-7

SECTION X

DEFINITION OF TERMS

DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)
2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.
3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.
4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.
5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.
6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.
7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.
8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.
9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.
10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.
11. "Hands-On" - Statement implying the student is physically involved in a learning activity.
12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.
14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.
15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.
16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.
17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.
18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.
19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.
20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.
21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.
22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."
23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:
 - a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

- b. Performance - The specific behavior expected of the learner is stated.
 - c. Standard - The degree of acceptable performance is specified.
- 24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.
 - 25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.
 - 26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.
 - 27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.
 - 28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.
 - 29. Software - Written or printed materials, slides, filmstrips, tapes, etc.
 - 30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.
 - 31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.
 - 32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.
 - 33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.
 - 34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator

*Title VI - Peyton Williams Jr., Associate Superintendent
of State Schools and Special Services*

Title IX - Evelyn Rowe and Myra Tolbert, Coordinators

Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.